DOCUMENT RESUME

ED 451 546 CS 217 629

AUTHOR	Smith, Carl B.
TITLE	Spelling for Writing: A Guidebook for Parents and Teachers. Level 3.
INSTITUTION	ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.; Family Learning Association, Bloomington, IN.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
ISBN	ISBN-1-883790-32-8
PUB DATE	1998-00-00
NOTE	175p.; For the Level 3 Student Activity Book, see CS 217 630. For Levels 1-5, see CS 217 625-632.
CONTRACT	RR93002011
AVAILABLE FROM	Family Learning Association, 3935 Hagan Street, Suite 101, Bloomington, IN 47401 ($9.95). Tel: 800-759-4723 (Toll Free).
PUB TYPE	Guides - Classroom - Teacher (052) -- ERIC Publications (071)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Childrens Writing; English Instruction; *Grade 3; Primary Education; Spelling; *Spelling Instruction; Word Lists; *Word Recognition; Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS	Spelling Growth; *Spelling Patterns; *Word Structure; Writing Contexts

ABSTRACT

Intended for parents and teachers, this guide provides all the information needed to lead a third grader through 30 lessons or 30 weeks of learning for a speller. The guide helps the child to learn to identify common, logical spelling patterns; leads the child quickly to more complex words; and aids him or her in becoming a confident, independent speller. The guide encourages children to write real-life messages. By doing this, they learn to communicate in writing for all kinds of reasons: giving directions, writing letters, answering invitations, and sending messages. The purpose of the guide is to make sure that children understand the logic and structure of words so that they can use these words and spell them correctly in their own writing. The guide incorporates high-frequency words and builds on the logic found in English spelling patterns, an approach that gradually teaches students that there are many consistent principles they can use in their writing. The focus for Level 3 is on spelling patterns and word structure. (CR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 451 546

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

1. resource
2. achieve

Spelling for Writing

Carl B. Smith, Ph.D.

A Guidebook for Parents and Teachers

Level 3

3. begin
4. purpose
5. energy
6. remember
7. knowledge

CS217629

BEST COPY AVAILABLE

Spelling for Writing

A Guidebook for Parents and Teachers

Level 3

Carl B. Smith, Ph.D.

This book is designed to be used with the *Student Activity Book* for Level 3.

FAMILY
LEARNING
ASSOCIATION

ERIC®
Clearinghouse on Reading,
English, and Communication

Copyright © 1998 by Family Learning Association

Co-published by
ERIC Clearinghouse on Reading, English, and Communication
Indiana University
Carl B. Smith, Director

COVER DESIGN: Cheri Carmichael

ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading, English, and Communication (ERIC/REC) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. ERIC/REC also covers interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

This publication was prepared with partial funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RR93002011. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.

Family Learning Association
P.O. Box 5247
Bloomington, IN 47407

ERIC/REC Advisory Board

Elaine Aoki
Bagley Elementary
Seattle, Washington

Douglas Barnard
Mesa Public Schools
Mesa, Arizona

Jesús Cardona
John F. Kennedy High School
San Antonio, Texas

Neyland Clark
Cape Girardeau School District #63
Cape Girardeau, Missouri

James Gaudino
Speech Communication Association
Annandale, Virginia

Joan Irwin
International Reading Association
Newark, Delaware

Julie Jensen
University of Texas at Austin
Austin, Texas

Robert Pavlik
Cardinal Stritch University
Milwaukee, Wisconsin

William Reeves
AFL/CIO State of Indiana
Indianapolis, Indiana

The *Spelling for Writing* Series

A Guidebook for Parents and Teachers Level 1
A Guidebook for Parents and Teachers Level 2
A Guidebook for Parents and Teachers Level 3

Student Activity Book Level 1
Student Activity Book Level 2
Student Activity Book Level 3

CONTENTS

The Organization of *Spelling for Writing* vii
A Note for Parents viii
A Note for Teachers xi

THE BACKGROUND

Introduction 1
Learning to Spell 5
Lesson Procedure 11
Testing for Progress 17
Using the Student Activity Book 19

THE SPELLING LESSONS

The Focus for Level 3: Spelling Patterns and Word Structure 21
Level 3: Weekly Lessons 23

Short Vowels

- Week 1. **MISS KICK** Words: The CVC Pattern 25
- Week 2. **SNAP CLICK** Words: Initial Consonant Blends 30
- Week 3. **MUST SING** Words: Final Consonant Blends 35
- Week 4. **CHILL SPRING** Words: Initial Digraphs and Trigraphs....39
- Week 5. **FLASH PATCH** Words: Final Digraphs and Trigraphs 44
- Week 6. **MIDDLE BUTTON** Words: The CVC Pattern in Two-Syllable Words 50
- Personal Words 55
- Week 7. **STOPPED SCRUBBING** Words: Adding *-ed* and *-ing* 56
- Week 8. **MISSED SPELLING** Words: Adding *-ed* and *-ing* 62
- Week 9. **HEAR HERE** Words: Words That Sound the Same (Homophones) 66
- Week 10. **WHO HOW** Words: Words Often Confused 70

Long Vowels

Week 11. **CUTE WHALE** Words: The VCe Pattern 74
Week 12. **FLAKE SCRAPE** Words: More VCe Words 79
Personal Words 83
Week 13. **PAINT STAIN** Words:
    The CVVC Pattern for Long **a** 84
Week 14. **EAST FIELD** Words: CVVC Patterns for Long **e** 89
Week 15. **FLOAT BOWL** Words:
    Spelling Patterns for Long **o** 94
Week 16. **HOLD TIGHT** Words:
    More Long-Vowel Patterns 98
Week 17. **HOPED WAITING** Words:
    Adding *-ed* and *-ing* after Long Vowels 103
Week 18. **BOOKS BUSHES** Words: Plural Nouns 107
Personal Words 112

Other Vowel Sounds

Week 19. The Vowel Sound in **SMALL** and **PAW** 113
Week 20. The Vowel Sound in **COOL** and **FOOD** 117
Week 21. The Vowel Sound in **PUT** and **BOOK** 121
Week 22. The Vowel Sounds in **ROUND** and **COIN** 125
Week 23. The Vowel + **r** Sound in **PART** and **SPARK** 129
Week 24. The Vowel + **r** Sound in **NORTH** and **STORM** 133
Personal Words 137
Week 25. The Vowel + **r** Sound in **HAIR** and **CARE** 138
Week 26. The Vowel + **r** Sound in **CURL** and **TWIRL** 142
Week 27. The Vowel + **r** Sound in **JERK** AND **WORM** 146
Week 28. **WRAP KNEE QUICK** Words:
    Words Beginning with **wr**, **kn**, and **qu** 150
Week 29. **RAILROAD HEADLIGHT** Words: Compounds 155
Week 30. Words Often Misspelled 159
Personal Words 163

The Organization of *Spelling for Writing*

There are two books for each level in this program. The *Guidebook for Parents and Teachers* gives the background information you will need as well as the directions for each week's activities. The *Student Activity Book* presents the exercises for your child to work on and allows space for writing answers. The two books are keyed to each other so that you can easily look in this Guidebook to find information that will help your child with lessons in the Student Activity Book.

For further information, look at the section entitled *Using the Student Activity Book.* There you will find even more detailed instructions on matching this Guidebook with the Student's Book.

A Note for Parents

Learning to spell need not be a mystery or an ordeal. English spelling follows logical patterns for the vast majority of words. You can teach your children the patterns of English spelling through short, clearly focussed activities.

By spending a few minutes each week, you can introduce your children to spelling patterns and give them the practice they need to become proficient spellers. The learning program in this book emphasizes the end product: clear writing. Each lesson on a spelling pattern is turned into a writing activity, a message meant for someone to read.

Since there are many patterns in English spelling, we must allow children time for them to learn gradually. That's why school spelling programs traditionally have been extended over many years of learning. That developmental learning process is described below. Given time and a gentle attention to learning spelling patterns, there is no reason why the normal learner can't learn to spell and to write without embarrassment.

One word should be said about the organization of these books. Unlike most spelling programs, the purpose here is not to give lists of words for children to memorize. Instead, our goal is to show you how to help children discover the most important *patterns* and *principles* that govern the spelling of words in English. In this way, children will gain a sense of power and independence in spelling and writing.

Why Pay Attention to Spelling?

- Accurate spelling contributes to the clarity of any written message. Readers should not be distracted from the message by misspellings.

- Spelling accuracy represents the attention to detail that sends a positive message to teachers and employers.

This spelling book encourages children to write real-life messages. By doing this, they learn to communicate in writing for all kinds of reasons: giving directions, writing letters, answering invitations, sending messages.

Most importantly, children need to understand that it is their responsibility to learn the logic of English spelling and to find ways of identifying troublesome words and learning techniques for spelling those words. For example, "How will I remember the difference between *there* and *their* and *they're*? Only I can devise a memory technique that will help me use these words correctly."

The guidance in this book emphasizes the need for each child to become an independent learner, a self-directed learner.

The Difference between Reading and Spelling

Many children may be able to read words that are more difficult than the ones in these spelling activities. This is to be expected. Knowing how to *spell* a word involves more than simply being able to recognize and say the word when it is seen in print. The purpose of this book is to make sure that children understand the logic and structure of words so that they can use these words and spell them correctly in their own writing.

Some high-frequency words that have unusual spellings or that sometimes cause problems need to be stressed repeatedly. For example, the word *because* can be misspelled in an enormous number of ways. Homophones such as *to-too-two* need to be reviewed several times, as do words that sound somewhat alike but are actually different (*accept* and *except*, for example). Troublesome words such as these will appear more than once to give children ample practice.

English is an alphabetic language; that is, there is an attempt to match the sounds of words with letters of the alphabet. Even though the match is not always perfect, the sound-spelling principle gives children a big boost in learning to spell. This program refers to the sounds represented by letters and asks the child to distinguish between vowels (**a, e, i, o, u**) and the other letters, which are consonants.

A Note for Teachers

Spelling is one area of the curriculum in which most parents feel comfortable helping their children. Usually there is a clear weekly objective—a list of words—and both instruction and assessment are straightforward. That's the reason this book often speaks directly to parents: We encourage them to help children with spelling in any way they can.

At the same time, *Spelling for Writing* fulfills the spelling requirements in the school's language-arts program. It incorporates high-frequency words, as do other spelling books. But most importantly, this program builds on the logic found in English spelling patterns, an approach that gradually teaches students that there are many consistent principles they can use in their writing. Whether used at home or in the school, *Spelling for Writing* encourages children to recognize spelling patterns such as the Consonant-Vowel-Consonant short-vowel pattern in *cat*, *bed*, and *dot*, and to explore any other words that fit the same pattern.

By encouraging children to search for additional words, we give them a sense of self-direction, a sense that they have the power to succeed in writing accurately. Even the title of this program, *Spelling for Writing*, states unequivocally that the goal of learn is to spell is to write in a way that other people can understand.

Please encourage parents to use this book as a way to support your language-arts program and to help children learn to spell.

INTRODUCTION

Many school spelling programs give a list of words each week and provide activities intended to help children learn how to spell the words on the list. The goal is simply to have students remember those words for a "spelling test," usually given at the end of the week. The assumptions are that practice in writing the words several times will ensure success on the test and that students will remember the words in the future.

This program does not take that approach. We don't prescribe which words your child should memorize, as though those words and no others were important. Instead, our word lists are intended to provide examples of important spelling patterns or structural principles. The goal is to have children work through the words in order to understand the pattern or the principle and then apply it when new words are encountered. For example, once the pattern for *dime* and *time* is learned, children should realize that they can apply it to words such as *chime* and *crime* in future writing.

Using the Word Lists

This program is divided into weekly lessons as a way to help you organize the activities. However, you should feel free to shorten or extend the time frame to suit the needs of each learner. One child may demonstrate an immediate grasp of a pattern and its related words. If this is so, then move on. If another child requires extensive practice and more than one week on a certain lesson, then you can make the necessary adjustment.

Especially in the early stages, it is quite likely that some children may already be able to spell some of the words on a particular list. Remember: The purpose is not merely to spell a certain group of words, but to understand the *pattern* or *principle* illustrated by those words. Then the learner can use that understanding to figure out new words as they are encountered in reading and in writing.

It is most important for the learner to *use* the list words in sentences and paragraphs. Some exercises are given in the workbook, but you should feel free to develop your own creative ideas to use the list words in a playful story, a letter, a poem, or some other form of communication.

Of course it is desirable for each child to be able to spell the words on each list. However, that is not the primary goal, especially when the child first encounters a list that illustrates a new spelling pattern. It is most important to talk about each group of words and to help your child discover the underlying principle; accuracy in spelling should follow naturally with practice.

In the early stages, this may mean making statements that seem obvious to you: "The words *cat* and *bat* and *fat* all have three letters. The short **a** sound is spelled with the letter *a*." However, these observations may not be apparent to a young child. The goal is to help your child see that patterns do exist in words, and these patterns can be discovered by taking the logical approaches outlined in this book.

Study Procedure

In order to help children discover the logic underlying the spelling of most words, the following procedure should be followed with each word list:

1. In the Student Activity Book, look at the words in each list and have the child read each word aloud.

2. Ask if there is any common feature in all the words. Use the information in this Guidebook to help direct your discussion. Be sure to help the child reach a conclusion at the end of each list, even if it is something very simple: "These words all rhyme," or "The short e sound is spelled with the letter *e* in *red*."

3. Use each word in a sentence. Always remind the child that the reason for learning to spell words is to be able to convey their *meaning* in writing. That's the purpose of the extended writing activities.

4. After you have worked on a list for a while, pronounce the words and have your child spell them orally and in writing. This will help you see if any problems remain. Often, any confusion over spelling will be cleared up by reviewing the principle that underlies the pattern found in a particular group of words.

LEARNING TO SPELL

Although the ability to spell words correctly is important for clear communication, it is not an end in itself. It is not unusual for students to memorize all the words on a list, get 100% on a spelling test, and then misspell some of the same words when they use them in compositions. This happens because students have forced these words into short-term memory without gaining a sense of *how* and *why* the words are spelled as they are.

The best reason for undertaking a spelling program is to *understand* the principles of spelling and to *apply* them in writing. This idea must be kept in mind as you use this book. Anything learned in the spelling lessons and exercises must be carried over into writing if it is to have any value.

In the early years, children must be allowed to experiment so they can discover for themselves how letters and sounds fit together. Then, as they progress, they will learn that spelling involves more than just matching sounds with letters. For example, some words are not "spelled the way they sound." Instead, they are spelled according to conventions that have evolved over centuries. In many cases, words from foreign languages have been absorbed into English, and their original spellings have affected their English spellings.

A Developmental Process

Learning to spell is a gradual process and is not limited to memorizing lists. Allow each child to work through the process in order to come gradually to an understanding of how the English spelling system works. In spite of its complexity, and in spite of the fact that words such as *psychology* and *accommodate* may be difficult at first, English spelling does have a system that can be learned. Furthermore, learning it can be interesting, challenging, and certainly rewarding.

We don't expect a baby to begin speaking in complete sentences, and we shouldn't expect a child to understand the conventions of English spelling right away. As in any learning process, we must allow children to progress gradually, through stages.

Let children experiment. Accuracy follows knowledge.

In their earliest attempts at "writing," children make squiggles and scribbles that may not mean much to us. However, these marks represent their first attempts to make sense of written symbols and to use them to communicate. This is an important step because it means that children do realize that marks on paper have something to do with the language they speak and hear every day.

As children begin to make marks that look like letters or numerals, they move through several stages.

Children develop in stages.

1. The Random-Letter Stage
2. Estimated Spelling
3. Phonetic Spelling
4. Use of Visual Markers
5. Mature Spelling

1. The Random-Letter Stage

In their earliest attempts, children often write a series of individual letters and numerals that may look something like this:

ls7or FLsoO 3msE6

To the child, this may be a "story" or a list of things to buy at the store. At this point, individual letters may be used to represent whole words. This represents the child's first step toward organizing symbols, even though the written marks may not have much to do with the words they are supposed to represent. This is a bit like the babbling that babies do as they experiment with the sounds that will soon become words. However, it is important because the symbols are written left to right and are organized into groups of four or five. The child has a rudimentary idea of what a word should look like: a series of letters grouped in a row, not spread out all over the page.

2. Estimated Spelling

When they begin to form complete words, children may write some of them correctly because they remember what they have seen. A picture of a dog or cat may have the word written beneath it, so children naturally make the connection. However, when they attempt words they don't know, children often resort to estimated spelling (or *invented spelling*, as it is also called). This means that they first write letters that represent some of the sounds of the word, usually the beginning and ending consonants, but they don't account for all the sounds or syllables. Some examples of invented spellings are these:

bk (book)
hos (house)
grl (girl)
rembr (remember)
difrint (different)
prt (pretty)

These attempts should be encouraged because you want children to try to write messages. Gradually, as they move to the next stages, children will discover (with your help) how these words should be spelled so that other people can easily recognize the words in the message. Learners need to be given a chance to figure out some things for themselves while the rules and conventions of spelling are being introduced.

3. Phonetic Spelling

In the next stage, children refine their efforts by relying more and more on *phonetic spelling*. This means that they attempt to find a letter or letters to account for all the sounds they hear in a word. In this stage, they may substitute one vowel for another that is very similar, or they may use the right letters in the wrong order:

weth (with)
whair (where)
paly (play)
tiyerd (tired)
brid (bird)
faverit (favorite)
frens (friends)
gril (girl)
woutr (water)

Of course these words are misspelled, but if you "sound them out" you realize that most of these phonetic spellings *do* come fairly close to the sounds of the words they represent.

4. Use of Visual Markers

The next step marks the transition from phonetic spelling (trying to find a letter for each sound) toward a more visual approach (realizing the importance of the way words *look* on the page). This requires children to move away from the safe, concrete method they had been using (looking for letters to represent *sounds*) toward a more abstract procedure that acknowledges the importance of the *visual* aspect of spelling.

For example, some words incorporate letters that are not sounded (the *k* in *knee* or the *w* in *sword*). Other words have unusual spelling patterns because they originated in foreign languages (*psychology* or *silhouette*, for example). Gradually, children become aware of some of these more complex conventions of English spelling.

Some basic spelling patterns are encountered very often, such as the *ay* in *day* and *say* or the *ai* in *rain* and *train*; the use of *-ed* and *-ing* at the end of many verbs (*looked* and *looking*); and the use of certain markers to distinguish between short and long vowels (as in *hop* and *hope* or *tap* and *tape*). Children may not get all of these conventions right at first, but they are aware that these visual clues are important.

By the age of eight or nine, most children are becoming aware of the importance of visual markers. This is the focus of the lessons in Level 3 of *Spelling for Writing*.

5. Mature Spelling

By the age of ten or twelve, most children reach a fairly mature level of spelling ability. This means that they are familiar with the most frequently used spelling patterns; they understand how to add endings to form plural nouns (*book, books; box, boxes*) or to change verb tenses (*raise, raised, raising*); they know how to form contractions (*don't*) and compound words (*classroom*); they have learned many of the most important words that have unusual spellings (*neighbor, sight, rhinoceros*); and they can distinguish between words that have the same sound but different spellings and meanings (*right* and *write* or *wood* and *would*).

A good example of the complete process is found in the way children deal with the word *make*. After the initial random-letter stage, they usually master this word in the following way:

mk	This is an *invented spelling* that accounts for the consonant sounds. Young children aren't yet aware that the vowel sound which connects the consonants must be included in the spelling.
mak	Now we have *phonetic spelling*, including the vowel letter. The child hasn't yet discovered the significance of the final letter *e*.
maek	This spelling does account for the *visual marker*, the silent letter *e*. It just isn't in the right place yet.
make	This *mature spelling* places the final *e* in the right place to serve as a marker for the long **a** sound.

Learning to spell should be a voyage of discovery. Children are naturally curious about everything and enjoy figuring out how things work; they certainly are interested in words. You can show them that the spelling of words can be figured out and mastered and that the process can be enjoyable because it leads to true accomplishment.

The effort involved in learning to spell has a tangible result: the ability to write what you mean and to have others understand it.

LESSON PROCEDURE

We suggest a five-step plan. Make any adjustments needed to suit each child's age and ability and to adapt to any special problems that may need work. Spend as much or as little time on each word list as needed. You may want to follow a five-day plan as you work on each word list, devoting one day to the ideas given in each of these five steps:

1. Introduce Words and Patterns
2. Practice Spelling the Words
3. Use Words in Writing
4. Review and Extend
5. Evaluate

Step One: Introduce Words and Patterns

Begin with the list of words to be studied. Focus on the *generalization* that is represented by the words in the list. Do not insist that the words be memorized for their own sake. Instead, help the learner *understand* those spelling principles that can have wider application beyond any single word list.

In some cases, your child may already know some of the words in a particular list. That's fine, but still use the whole list in order to show that a spelling pattern or a structural principle is found in each group of words, and this pattern or principle can also be applied to other words not on the list.

Step Two: Practice Spelling the Words

Especially in the early levels, children need to practice words by *hearing* them, *seeing* them, and *writing* them. A number of different practice activities will be listed here because students learn in different ways. You will find that some activities work better with your child than others. The most important thing is to make these activities enjoyable and to stress the fact that words are not just things to be spelled; they have meanings and are important because they can be used to communicate messages.

On the next few pages we will suggest some types of activities that can be used. You can refer to this information as needed. In the Student Activity Book we will provide some exercises that reinforce important patterns.

Sample Activities

Supply Missing Words

One good way to stress the meaning of words is to give sentences that have a word missing. Your child must look at the list words and find the one that fits each sentence. For example, if the list words include *pay*, *day*, and *play*, you might give sentences like the following examples and have your child write the appropriate word in each blank space:

It is a rainy ________. (*day*)
I like to _______ ball. (*play*)
How much did you _______ for that hat? (*pay*)

Use Word-Search Puzzles

Children enjoy word-search puzzles in which they must hunt for list words and encircle each one they find. For example, if a list included the words *smash*, *much*, and *whale*, they could be hidden in a puzzle such as this:

F	R	S	G	H	Q
J	B	M	U	C	H
V	S	A	Z	I	R
P	E	S	X	G	T
P	W	H	A	L	E

Provide Definitions

You can also give definitions and have your child write the spelling word that matches each one. If the list includes *fish* and *ship*, you could give the following definitions and have your child write in the word that fits:

An animal that swims in the water: _____________

A big boat that can sail on the ocean: ___________

Step Three: Use Words in Writing

The whole purpose of learning to spell is to be able to use words correctly in writing. Students discover that learning to spell words on a list becomes meaningful and important when they use the same words in messages of their own.

Students also need to understand that spelling is an important tool for expressing themselves. Correct spelling not only ensures that they will be understood but also affects the way in which they are perceived by others. If a student writes *trk* for *truck* or *weth* for *with*, then many people may be put off by the misspellings and perhaps not even try to understand the message.

Write about Real-Life Situations

Include real-life writing tasks: letters, narratives, and conversations, for example. It is also important for learners to review writing projects so that they become aware of the need for self-editing and revision. Weekly proofreading exercises develop the habit of editing written material—a habit that transfers to writing in all areas. Student writing can always benefit from review and self-correction in mechanics, grammar, and sentence structure as well as in spelling.

Step Four: Review and Extend

The key to all this is the process of review and self-correction. It is not always possible to spell every word correctly on the first try, but it is possible to look back over what you have written, to check any words you aren't sure about, and to correct spelling errors. This is the way students learn to spell more challenging words: by using them in a meaningful context and by checking their own work to locate and correct any mistakes.

In addition to reviewing words presented in a weekly lesson, students can also enrich their vocabularies, develop their interest in language and their motivation to spell, and increase their competence in using resources such as dictionaries and thesauruses.

One good way to expand knowledge and understanding of a word is to find **synonyms**: words that mean almost the same thing. For example, children often use the word *big* to refer to anything of great size, but as they write they should be encouraged to use synonyms for list words. They will learn other words such as *huge* or *large* may be more precise or colorful in certain situations.

Children can expand their understanding of a word through **antonyms**: words that have opposite meanings. Words such as *big* or *large* can be matched with *little* or *small* or *tiny* to provide a range of possibilities. Descriptive words are especially good when it comes to a search for synonyms and antonyms.

Step Five: Evaluate

At any point, you can have children write the words on the list as you read them aloud. This should not be viewed as a "test," as an ordeal to be endured. Instead, it can provide a good way to find out what has been learned and what still needs to be reviewed.

After the words have been read, it is important to *have each child correct the spellings himself or herself* by referring to the printed word list. This process of self-correction is one of the most valuable parts of the learning process.

Also, encourage each child to *keep a record of troublesome words* so they can be worked on until they are mastered. Perhaps this record can be a sheet of paper inserted as a bookmark in each child's activity book.

Moving from Inquiry to Independence in Spelling

Encourage children to experiment, to check themselves, and to share notes so that they gradually feel comfortable. Accurate spelling takes years to achieve.

TESTING FOR PROGRESS

You and your child want to know that your spelling exercises are producing results. Here are some ways to find out how your child is doing as you work through the spelling activities.

1. Note progress

When you are working closely with a child, you get a regular sense of her progress. If words are repeatedly misspelled or spelling patterns are not understood, then you know you need to spend more time on those words or patterns. Your main concern, however, is that your child can see growth and positive change.

2. Challenge with a quiz

Some children thrive on the challenge of a test and may actually enjoy a weekly quiz that provides recognition of their progress. Read the word list for each week and let them write the words. Then have them match their spellings with the words on the list so they can show you how many they have spelled correctly. Most of the time, let them do their own checking and correcting.

3. What do you know?

Every few weeks it is helpful to review the spelling principles the child has studied. Select a few words from each list, ask your child to spell them, and then ask for an explanation of what has been learned about spelling words of each type. If your child does not recognize the patterns, then review those lessons and search for additional words that fit the patterns. You want your child to see the logic of English spelling as you progress through the years.

Your assessment techniques should help your child see his own progress and learn how to use patterns to improve spelling accuracy. Always encourage your child to talk to you about what he or she is learning. And remember: You are looking for *progress*, not perfection.

USING THE STUDENT ACTIVITY BOOK

The material for each week in the Student Activity Book is presented in a three-page format.

Page 1: The Word List

The first page of each weekly lesson presents the word list along with instructions for how to proceed. In most lessons, your child will be asked to group words that share a common pattern. Provide any guidance needed as your child writes the spelling words in the spaces provided.

Page 2: Practice

On this page you will find exercises that help your child use words in context. In some cases, spelling words should be added to fill in blanks in sentences. In other exercises, your child should write original sentences using spelling words. The emphasis is always on *using* words to convey a message: this is the reason for spelling them correctly.

Don't try to do all these practice exercises at one sitting. The greatest benefit will be realized if exercises are spread out across several days. Also feel free to add any exercises that you think will help your child. Many suggestions have been provided in the section on Lesson Procedure given earlier. Above all, emphasize that the purpose of learning to spell words is to use them to express ideas and convey messages in writing. Correct spelling of words is only the beginning, not an end in itself.

Page 3: Writing and Content Words

At the top of the third page for each week you will find exercises that stress things your child should know in order to write clearly. These exercises focus on sentence structure, punctuation, parts of speech, and examples of typical formats (friendly letters, instructions, etc.) These exercises reinforce the idea that words need to be spelled correctly in order to convey a clear message. Words from the week's list should be included in these writing exercises whenever possible.

At the bottom of page three you will find words that are important in various content areas: science, math, social studies, and English, for example. These are new words that go beyond those on the week's list. Help your child become familiar with these words by looking them up in dictionaries if necessary and by using them in the exercises provided.

THE FOCUS FOR LEVEL 3: SPELLING PATTERNS AND WORD STRUCTURE

Many of the lessons in Level 3 review and reinforce the most important spelling patterns introduced in the preceding levels. If your child has used the earlier books, then these lessons will remind her of important principles. If she has not used the earlier books, then these principles will be fully explained as we go along.

Other lessons introduce new spelling patterns that were not covered in earlier levels. This is especially true of some of the more challenging long-vowel spellings in words such as *field* and *tight* as well as the vowel patterns found in words such as *small*, *round*, *spark*, *north*, and *curl*.

In addition to reviewing earlier patterns and introducing new ones, Level 3 begins to focus more and more on another important aspect of spelling: *word structure*. This is important because it is necessary for your child to understand words that contain two or more separate parts. For example, Week 6 shows that a familiar spelling pattern can be found in words that have two syllables, not just one. Weeks 7, 8, and 17 show how the endings *-ed* and *-ing* affect the spelling of words, and Week 18 deals with the addition of *-s* or *-es* to form the plural of nouns.

LEVEL 3: WEEKLY LESSONS

Short Vowels: Introduction

We begin with simple one-syllable words that have a short-vowel sound. This is the sound we hear in words such as *cat, red, big, top,* and *but*. Most of these words follow the same basic spelling pattern, which is reviewed in the first five weeks. Then Week 6 shows how this same pattern applies in two-syllable words.

The CVC Pattern

Most one-syllable words with short vowels are spelled according to the **CVC** pattern.

The letters **CVC** stand for Consonant-Vowel-Consonant. This means that many short-vowel words begin with a consonant sound, followed by the vowel in the middle, and ending with a consonant sound. The short-vowel sound is usually spelled with the corresponding letter of the alphabet.

Words such as *cat* and *red* and *big* are familiar examples of the CVC pattern. This is one of the most reliable spelling patterns in the English language. Although this pattern was emphasized repeatedly in the first two levels, you can use the first five units in this book to review CVC words if necessary. This kind of review provides an excellent way to ease your child back into the study of spelling and to begin a new year with success.

Base Words

Many of the simple words that children learn in the early levels are examples of *base words*. These are words that are complete in themselves and have a clear meaning without the addition of any other word parts.

For example, *cat, book, big, small, run,* and *jump* are all base words. Even longer words such as *hammer, banana, elephant,* and *hippopotamus* can be base words if they have a clear meaning by themselves; they are not made up of smaller parts that have separate meanings of their own. (On the other hand, words such as *sidewalk* or *overturn* are not base words because they are made up of smaller words that can be understood separately.)

Week 1

MISS KICK Words: The CVC Pattern

Help your child read the words on the list and then write them in the categories specified in the five questions given in the Student Activity Book.

fan
egg
pin
doll
pack
miss
add
luck
fed
rug
kick
lot

1. Which words have the short **a** sound?
   (fan, add, pack)

2. Which words have the short **e** sound?
   (egg, fed)

3. Which words have the short **i** sound?
   (pin, miss, kick)

4. Which words have the short **o** sound?
   (doll, lot)

5. Which words have the short **u** sound?
   (rug, luck)

- This exercise directs your child's attention to the fact that the short-vowel sound in each word is spelled with the corresponding letter of the alphabet. For further emphasis, have your child underline the vowel letter as each word is pronounced.

- A few words such as *add* and *egg* begin with the short vowel, but most words begin with a consonant sound before the vowel. In this week's list, the words *fan, fed, pin, lot,* and *rug* begin and end with a single consonant letter.

- Also remind your child that some words end with a doubled letter which represents a single consonant sound. As we saw in Level 2, doubled letters such as **ll** and **ss** are often found at the end of short-vowel words to spell the /l/ and /s/ sounds. Other words on the list end with the /k/ sound spelled **ck**. This spelling is usually used for /k/ at the end of one-syllable short-vowel words.

- Pay close attention to the word *lot*. Children often write, "I had **alot** of fun." This is not correct. The word *lot* should be written by itself: "I had **a lot** of fun."

- You can emphasize the CVC pattern by writing words this way:

C	**V**	**C**	
f	a	n	
	a	dd	
p	a	ck	(and so on . . .)

This shows that some words may end with more than one letter, but each spelling represents a single consonant sound.

Phonetic Symbols

In some lessons we will use *phonetic symbols* to indicate the sound of a particular letter or group of letters. These symbols are letters written within slanted lines, such as /k/ or /ch/, to show that they represent a particular sound. This is done because a single sound can sometimes be spelled in more than one way.

For example, the /k/ sound is heard at the beginning of *cat*, *king*, and *chasm*; the same sound has a different spelling in each word. Furthermore, the /k/ sound can be spelled *ck* at the end of words such as *pack* and *luck*.

Most phonetic symbols are self-explanatory: the /s/ sound in *sun* and *miss* and *city*; the /b/ sound in *big* and *rub*; the /ch/ sound in *chop* and *much* and *catch*; and so on. Whenever a phonetic symbol is used, it will be illustrated with words that show possible spellings for each sound: the /ou/ sound in *out* and *now*, the /oi/ sound in *oil* and *boy*, and so on.

Practice

The complete word list is repeated on the second page of the Activity Book.

fan
pack
fed
egg
miss
rug
pin
add
kick
doll
luck
lot

A. We begin by emphasizing the meaning of each word in context. In the Activity Book, your child will see eight sentences with a word missing in each one. Have your child look at the list and find the word that fits the blank space in each sentence. The answers are given in parentheses after each sentence below.

1. Have you _______ the dog yet? (fed)

2. I like to ________ my football as far as I can. (kick)

3. Can you ________ all these numbers? (add)

4. We need one _______ to make this cake. (egg)

5. Don't get any mud on the _________ when you walk in. (rug)

6. Hurry up or we will ______ the bus. (miss)

7. Did you have a ________ of fun at the game? (lot)

8. Turn on the _______ to help cool the air. (fan)

B. Here are some definitions. In the Activity Book, each definition is followed by a blank space. Have your child write the spelling word that fits each definition. (Answers are given in parentheses.)

1. To put things in a box or suitcase: ________ (pack)

2. A pointed piece of metal that holds things together: ________ (pin)

3. Something good that just happens: ________ (luck)

4. A toy made to look like a person: ________ (doll)

✍ **Writing**: Capital Letters and Periods

The purpose of this activity is to remind your child of the important things that must be done when sentences are written.

- Use a **capital letter** to begin the first word in a sentence.
- Use a **period** (.) at the end of a sentence that makes a statement.

  - **He can kick the ball farther than I can.**
  - **I dropped an egg on the floor.**

Writing Sentences

Talk about things you and your child like to do. Help your child write three sentences that tell about games you play or other things you enjoy. Use at least one spelling word in each sentence.

____

____

____

Content Words: Math

The ability to understand word problems is important in the study of math. Here are some short-vowel words that are likely to be encountered in math class. These are new words that are not on the spelling list. Make sure your child sees that each word contains a short vowel. One word should be used to fill the blank in each of the following sentences. (Answers are in parentheses.)

less **half** **odd** **sum**

1. Five is ________ as much as ten. (half)

2. Three and seven are ________ numbers. (odd)

3. The ________ of six and six is twelve. (sum)

4. Four is ________ than nine. (less)

In these Content Word exercises your child may occasionally encounter a word that is unfamiliar. When this happens, take advantage of the opportunity to help your child practice looking up words in a dictionary. We will also include some dictionary exercises as we go along.

SNAP CLICK Words:
Initial Consonant Blends

We just saw a number of CVC words that began with single consonant letters. Many other CVC words begin with *consonant blends.*

Consonant blends are pairs of letters that are joined closely together. They are spoken so smoothly that they seem to form a single unit when we pronounce them. For example, you hear a consonant blend formed by the letters **cl** at the beginning of *clip*, and you hear another consonant blend formed by the letters **tr** at the beginning of *trip*.

smack
swell
spill
flock
snap
click
swim
sled
brick
grass
stick
track

1. Which words begin with **cl**, **fl**, or **sl**?
   (click, flock, sled)
2. Which words begin with **br**, **gr**, or **tr**?
   (brick, grass, track)
3. Which words begin with **sm**, **sn**, or **sp**?
   (smack, snap, spill)
4. Which words begin with **st** or **sw**?
   (stick, swim, swell)

Some initial consonant blends involve the letter **l** after a consonant (as in *clip* and *flip*) or **r** after a consonant (as in *drip* and *trip*). Many other blends begin with the letter **s** followed by other consonants, as in *slip* and *snip*. You see all these consonant blends and more in the list for this week.

- Another way to study these words is to arrange them according to vowel sound. If extra practice is needed, have your child write all the short **a** words as one group, all the short **e** words as another group, and so on.

- As always, remind your child of the spellings **ll** for the final /l/ sound, **ss** for the final /s/ sound, and **ck** for the final /k/ sound. These spellings are seen in several words this week.

Practice

smack
snap
brick
swell
click
grass
spill
swim
stick
flock
sled
track

A. In the Activity Book, help your child write the word that fits each sentence. The answers are given in parentheses.

1. My ________ at school went on a trip. (class)

2. I like to ________ in the pool with my friends. (swim)

3. The cars ran around the race ___________. (track)

4. Did you ___________ any water on the floor? (spill)

5. These dry branches ___________ when you step on them. (snap)

6. We rode the __________ down the hill in the snow. (sled)

7. Did this ___________ come loose from the steps? (brick)

8. We need to mow the ____________. (grass)

B. Help your child write the word that fits each definition.

1. A long, thin piece of wood: _________ (stick)

2. A large group of sheep or birds: __________ (flock)

3. To stretch and become larger: ___________ (swell)

4. A sharp, loud slap: ____________ (smack)

✍ **Writing**: Question Marks and Exclamation Marks

This lesson focuses on sentences other than those that make statements.

- Use a question mark (?) at the end of a sentence that asks something. Many questions begin with **What** or **Where** or **When** or **Why** or **How**. Remember to begin each sentence with a capital letter.
    - What time is it? Where are we going? How long will it take?
    - When will we get there? Why did we stop?
- Use an exclamation mark (!) at the end of a sentence that shows strong feeling or surprise.
    - That was amazing! I couldn't believe my eyes!

Writing Sentences

Imagine you are taking a trip to a zoo or a museum. Help your child write two sentences that ask questions about things you might see. Write more sentences that express surprise or amazement at what you see. Be sure to start each sentence with a capital letter. End each sentence with the right mark.

____

____

____

____

Content Words: Social Studies

Here are some words that may appear in social studies texts. Once again, make sure your child sees the short vowel in each word. One word should be used to fill the blank in each of the following sentences. (The answers are in parentheses.)

tax **hunt** **west** **block**

1. A whole __________ of houses had to be repaired. (block)

2. Early Indians had to __________ for their food. (hunt)

3. We have to pay a __________ on many things we buy. (tax)

4. California is __________ of Nevada. (west)

Week 3

MUST SING Words:
Final Consonant Blends

A number of consonant blends are used at the end of short-vowel words. Some of the most important final consonant blends are **nd**, **ng**, **nk**, and **st**.

sand
rest
sing
thank
band
must
sang
think
blend
sink
blast
thing

1. Write the words that end with **nd**.
   (sand, band, blend)
2. Write the words that end with **ng**.
   (sing, sang, thing)
3. Write the words that end with **nk**.
   (thank, sink, think)
4. Write the words that end with **st**.
   (must, rest, blast)

- As always, remind your child that each short-vowel sound is spelled with the corresponding letter of the alphabet.
- Some of these words also begin with digraphs or blends. The words *thank*, *think*, and *thing* begin with the digraph **th**, and the words *blend* and *blast* begin with the blend **bl**.
- The blends spelled **nd**, **ng**, and **nk** are used only at the end of words, never at the beginning. The blend **st** can be used at the beginning of a word like *stop* or at the end of a word like *fast*.

Practice

sand
band
blend
rest
must
sink
sing
sang
blast
thank
think
thing

A. Help your child write the word that fits in each sentence.

1. I _________ have left my hat on the bus. (must)

2. Can you ___________ the song we heard on the radio? (sing)

3. The ________ on the beach was very hot. (sand)

4. We needed to __________ after our long walk. (rest)

5. The __________ played at the football game. (band)

6. She __________ a song for the whole class. (sang)

7. A cold ___________ of air blew through the door. (blast)

8. I can't find a _________ in this box of junk! (thing)

B. Write the word that fits each definition.

1. To mix things so they can't be separated: ____________ (blend)

2. To solve a problem or have a belief: ____________ (think)

3. To show you are grateful for something: _________ (thank)

4. To fall or drop to a low level: ___________ (sink)

Writing: The Subject of the Sentence

A sentence has two parts. The **subject** part of the sentence tells who is doing something or what the sentence is about. The subject may have only one word, or it may have several words. In the following examples, the subject part of each sentence is written in dark letters called **boldface**.

- **John** is my best friend.

- **He and I** play together.

- **All of my friends** like to play baseball.

In the next sentences, the ending is given but the beginning is not. Help your child write a subject part at the beginning of each sentence. Use a word from the spelling list in each subject. Add any other words needed to make each subject complete.

1. _____________ was blowing in our eyes.

2. _______________________ was dripping water on the floor.

3. _______________________ played in the parade.

Here are some possible subjects for these sentences. The complete subject is in boldface; each list word is in *italics*.

1. ***Sand*** was blowing in our eyes.

2. **The kitchen *sink*** was dripping water on the floor.

3. **The school *band*** played in the parade.

Content Words: Science

Here are some short-vowel words that are likely to appear in science texts. One word should be used to fill the blank in each of the following sentences.

fog **cell** **gas** **stem**

1. Oxygen is a ________ that we all breathe. (gas)

2. A _________ is the smallest part of a plant or animal. (cell)

3. The ________ is the main stalk of a plant. (stem)

4. Drops of water floating in the air cause _________. (fog)

Week 4

CHILL SPRING Words:
Initial Digraphs and Trigraphs

Many short-vowel CVC words begin with consonant digraphs. Some words begin with trigraphs.

> A **digraph** is made up of two different consonant letters that spell a single sound. The sound of the digraph is different from the sound of the consonant letters by themselves. The most important initial digraphs are the **ch** in *chip*, the **sh** in *ship*, the **th** in *this*, and the **wh** in *when*.
>
> A **trigraph** is made up of three consonant letters. Some important initial trigraphs are the **scr** ins *scrub*, the **spr** in *spring*, and the **str** in *strap*.

thick
scrap
shock
spring
chill
strap
shelf
scrub
which
sprang
whack
struck

1. Which word begins with **ch**? (chill)
2. Which words begin with **sh**? (shock, shelf)
3. Which word begins with **th**? (thick)
4. Which words begin with **wh**? (which, whack)
5. Which words begin with **scr**? (scrap, scrub)
6. Which words begin with **spr**? (spring, sprang)
7. Which words begin with **str**? (strap, struck)

- Remind your child that he or she already knows spelling patterns found in some of these words. For example, four words end with the **ck** spelling for /k/, and one word ends with the **ll** spelling for /l/.

- Also point out that a few words end with consonant blends. You see final **ng** in *spring* and *sprang* and final **lf** in *shelf.*

- Make sure your child sees that this week's words still fit the CVC pattern because each word has a middle vowel with consonants on either side. The short-vowel sound is spelled with its corresponding letter of the alphabet

C	**V**	**C**	
th	i	ck	
scr	a	p	
sh	o	ck	
spr	i	ng	(and so on . . .)

- For further review you may want to have your child write all the short **a** words in a group, all the short **e** words, and so on.

Practice

thick
chill
which
scrap
strap
sprang
shock
shelf
whack
spring
scrub
struck

A. Write the word that fits in each sentence.

1. I felt a _________ from the cold draft of air. (chill)
2. The animals __________ from their hiding places and ran. (sprang)
3. I don't know __________ one to choose. (which)
4. Be sure to __________ all the dirt off the steps. (scrub)
5. Don't let that branch ________ you in the face! (whack)
6. We _________ a big rock that was under our boat. (struck)
7. Please pick that _______ of paper off the rug. (scrap)
8. Don't touch that wire! It may ________ you! (shock)

B. Write the word that fits each definition.

1. A flat board that holds books: __________ (shelf)
2. To move up or forward very quickly: _________ (spring)
3. A narrow piece of material for wrapping: _________ (strap)
4. Large in size; not thin: _______ (thick)

Writing: The Predicate of the Sentence

Last week we saw that every sentence contains two parts, a subject and a predicate. The subject tells who is doing something or what the sentence is about.

The **predicate** tells what the subject is doing or gives more information about it. The predicate must contain a *verb*, but it can contain other words as well. In these examples, the predicate part of the sentence is in **boldface**.

- Our team **won the game**.
- We **scored ten points**.
- My friends and I **went for a pizza after the game**.

In these sentences the verbs are *won*, *scored*, and *had*. The other words in the predicate tell *what* we won, *how many* points we scored, and *where* my friends and I went.

In the next exercise you see three questions; each is followed by a sentence that gives an answer. The beginning of the answer is given but the ending is not. Help your child write a predicate part at the end of each sentence. Use a list word in each predicate. You can add some other words if you want to.

1. Where are the books?

Mary and I ____.

2. What will you do with this dirty bucket?

We ____.

3. Is there something I can write on?

Yes, you ____.

Here are some possible predicates for these sentences. The complete predicate is in boldface; each list word is in italics.

1. Mary and I **put the books on the *shelf*.**

2. We **will *scrub* it until it is clean.**

3. Yes, you **can write on this *scrap* of paper.**

Your child's sentences may be worded differently, but these examples suggest possible answers to each question.

✏ Content Words: Geography

Here are some short-vowel words that may be encountered in the study of geography. Have your child use one word to fill the blank in each of the following sentences.

map **crust** **cliff** **crop**

1. Corn is a very important _________ on many farms. (crop)

2. The steep ___________ rose high above the valley. (cliff)

3. This __________ shows all the streets in our town. (map)

4. The earth has a hard outer surface called the ________. (crust)

FLASH PATCH Words:
Final Digraphs and Trigraphs

This week we will look at some short-vowel words that end with consonant digraphs. As you saw in Week 4, digraphs are made up of two different consonant letters that spell a single consonant sound. The digraphs **ch**, **sh**, and **th** are used at the end of some short-vowel words; the digraph **wh** is never used at the end of words.

Other words in this list end with trigraphs, which use three consonants together. The trigraph **dge** is used to spell the /j/ sound at the end of many short-vowel words. The trigraph **tch** is used to spell the /ch/ sound at the end of other words.

much
edge
itch
bath
flash
badge
rich
patch
with
smash
bridge
ditch

1. Write the words that end with **ch**.
   (much, rich)
2. Write the words that end with **sh**.
   (flash, smash)
3. Write the words that end with **th**.
   (bath, with)
4. Write the words that end with **dge**.
   (edge, badge, bridge)
5. Write the words that end with **tch**.
   (itch, patch, ditch)

- Point out the words that begin with consonant blends: *flash*, *smash*, and *bridge*.

- All of these words fit the CVC short-vowel pattern because the digraph or trigraph at the end of each word spells a single consonant sound. You can write the words as follows to make this clear:

C	**V**	**C**	
m	u	ch	
	e	dge	
d	i	tch	
br	i	dge	(and so on . . .)

- For extra practice, have your child write all the short **a** words together, all the short **e** words together, and so on.

Practice

much
flash
with
edge
badge
smash
itch
rich
bridge
bath
patch
ditch

A. Write the word that fits in each sentence.

1. We tried to give the dog a ________ last night. (bath)

2. Let's put these books ________ all the others. (with)

3. I ate too ________ pizza and got sick. (much)

4. The old ________ goes over the river. (bridge)

5. This _________ shows that you are in our group. (badge)

6. This scratchy shirt makes my skin ________. (itch)

7. The plate fell off the _________ of the table. (edge)

8. I thought I was ___________ when I won ten dollars. (rich)

B. Write the word that fits each definition.

1. A piece of cloth used to cover a torn place: ________ (patch)

2. A narrow trench dug in the ground: __________ (ditch)

3. To destroy by breaking in pieces: __________ (smash)

4. A quick burst of bright light: ___________ (flash)

Writing: Nouns

Whether you know it or not, you use a great many **nouns** every day. This is because nouns are words that name people or places or things. Here are a few of the nouns you probably already know.

Person	**Place**	**Thing**
mother	room	book
father	house	chair
boy	school	pencil
girl	street	table
teacher	city	door

Here are some more words that you probably know. Underline each word that is a **noun**.

fast
see
big
sister
car
easy
library
window

(Answers: car, library, sister, window)

Nouns can be used many ways in sentences. We often use a noun as the *subject* of a sentence. Write a noun that fits the subject part of each of these sentences.

1. Paul and his ____________________ ride the bus.

2. The ________________ barked and chased the ball.

3. This _________________ tastes very good.

Possible answers are given here:

1. brother, sister, friend — any noun that names a person.

2. *Dog* is the obvious choice.

3. Any kind of food could be named: pie, cake, chicken, etc.

Content Words: Math

Here are some words that will be encountered in the study of math. Help your child write the word that fits in each of the following sentences. Notice that each word has a short vowel.

graph **cent** **plus** **math**

1. A penny is the same as one ________. (cent)

2. In ________ we learn about numbers. (math)

3. Three _________ three equals six. (plus)

4. This __________ is shaped like a pie. (graph)

Two-Syllable Words

So far we have studied words that have only one syllable. This means that each word is spoken with one breath of air and has only one vowel sound: **big, stop, back, hill,** and so on.

Beginning this week we introduce words that have two syllables. You can help your child understand the difference between one- and two-syllable words by pronouncing these pairs of words:

let	**letter**
but	**button**
rat	**rattle**

In a two-syllable word, each syllable has its own vowel sound spoken with its own breath of air. Also, one syllable is always stressed. This means that it is louder than the other syllable. We will start with words in which the first syllable is always stressed. Later we will see words with the stress on the second syllable.

MIDDLE BUTTON Words: The CVC Pattern in Two-Syllable Words

Here are some familiar two-syllable words. Help your child pronounce the words for this week. Point out that the first syllable of each word is stressed. The questions help your child discover an important characteristic of these stressed syllables.

dinner
bottle
lesson
middle
summer
letter
hammer
kitten
bottom
happen
butter
rattle

1. Which words have short **a** in the first syllable?
   (hammer, happen, rattle)
2. Which words have short **e** in the first syllable?
   (lesson, letter)
3. Which words have short **i** in the first syllable?
   (dinner, middle, kitten)
4. Which words have short **o** in the first syllable?
   (bottle, bottom)
5. Which words have short **u** in the first syllable?
   (summer, butter)

Many words begin with a stressed syllable that has a short-vowel sound. When you hear a short vowel in a stressed syllable, it will often be spelled with the *CVC pattern*. This shows that an understanding of the CVC pattern is valuable far beyond the one-syllable words we saw in earlier weeks.

This week's lesson contains only words that begin with stressed syllables. After you have worked on this list for a while, use the following questions to help your child discover the important principles that are illustrated by words of this type.

1. What vowel sound do you hear in the first syllable of each word?

   Each word begins with a short vowel.
2. How is the vowel sound spelled?

   It is always spelled with the CVC pattern.
3. What do you notice about the consonant sound in the middle of each word?

   The consonant sound in the middle of each word is always spelled with a doubled consonant letter.

Not every two-syllable word follows this pattern, of course, but those that do fit this pattern can help your child appreciate the importance of word structure and its relationship to spelling.

It is most important for your child to understand the significance of the doubled consonant in the middle of each of these words. This doubled medial consonant often acts as a marker that lets us know the first syllable has a short vowel. For example, the medial consonant makes the difference between the short-vowel word *latter* and the long-vowel word *later* or between the words *dinner* and *diner*. We will emphasize this more and more as we go along. For now, just make sure your child sees that the first syllable has a short vowel and that the medial consonant is doubled.

For further emphasis, have your child draw a line under the doubled consonant after each word in the list is written.

dinner **bottle** **lesson** (and so on)

Practice

dinner
lesson
summer
kitten
bottom
butter
bottle
middle
mitten
hammer
happen
rattle

A. Write the word that fits in each sentence. Remember that the consonant in the middle of each word is doubled.

1. The _____________ is playing with the string. (kitten)

2. Put some paper on the ____________ of the cage. (bottom)

3. This _____________ has been very hot. (summer)

4. Please give me a _____________ of milk. (bottle)

5. We had chicken for ___________ last night. (dinner)

6. It's too cold to play without my other ___________. (mitten)

7. A _____________ can drive nails into wood. (hammer)

8. The car has a loud ____________ when we go over a bump. (rattle)

B. Write sentences using the other spelling words:

butter **lesson** **happen** **middle**

1. ____

2. ____

3. ____

4. ____

WRITING: Verbs

In Weeks 3 and 4 we saw that every sentence has a *subject* and a *predicate*. The predicate tells what the subject does. The most important word in the predicate is the **verb**. Many verbs describe actions that tell what someone does: *run, jump, play, see,* for example. Other verbs tell what something *is* or what someone *has*. Here are some sentences with the verb written in boldface.

We **play** for the same baseball team.
Ellen **likes** the new bike she got for Christmas.
Football **is** my favorite sport.
My friend and I **looked** everywhere for my gloves.
She **found** the book that she lost last week.
We **had** a good time at the party.

In the first three sentences, the verbs are in the *present tense*. This means that they tell about things that are happening right now. The other three sentences have verbs that are in the *past tense*, telling about things that have already been done.

Help your child think about something you like to do or something you have done in the past. Write a paragraph of at least three sentences. In each sentence, use an active verb that tells about something you *do* now (present tense) or that you *did* some time earlier (past tense).

Content Words: Social Studies

Here are some words that are used in social studies. Have your child write the word that fits in each sentence.

flood **mask** **judge** **stamp**

1. Some Indians wear a ________ for ceremonies. (mask)

2. Be sure to put a _________ on your letter. (stamp)

3. Everyone stood when the ________ entered the court. (judge)

4. The heavy rains caused a ________ in our town. (flood)

Point out that *flood* has the short **u** sound of *mud* even though it is spelled with double *o*.

Personal Words

As your child reads about various topics of interest, he or she will encounter words that relate to those subjects. Encourage your child to keep a log of personal words that are of particular interest. If some of these words are difficult to spell at this point, then perhaps they will become more clear as we introduce new patterns and principles in the future. One of the purposes of this book is to suggest ways in which new words can be approached logically and figured out using the information provided in the weekly lesson.

On the Personal Words page in the Student Activity Book, your child can begin to make a list of words to work on in the weeks ahead.

STOPPED SCRUBBING Words: Adding *-ed* and *-ing*

We have already seen that many verbs are "action words" that tell about *doing* something: *run, stop, skip,* and so on.

- With many verbs, the ending *-ed* is added to show that something happened in the past: "I **slipped** on a banana peel yesterday." The ending *-ed* is used to form the *past tense* of many verbs.

- The ending *-ing* can be added to show that something is still happening: "The rabbit is **hopping** across the yard." This is called the *progressive* form of the verb because the action is not complete; it continues to take place.

In the preceding examples, the verbs *slip* and *hop* are **base words**. As we explained earlier, these are words that are complete in themselves and have not had any endings added or any other changes made. When endings were added to these base words, each one had a *doubled consonant*: slip, sli**pp**ed, sli**pp**ing, for example.

The list on the next page contains some verbs spelled with the short-vowel CVC pattern. Help your child write the *-ed* and *-ing* form of each verb. Make sure your child understands that each base word must have a doubled consonant before the endings are added. Have your child draw a line under each doubled consonant after each word is written. The forms of the verb *hop* are given as an example.

EXAMPLE

hop	**hopped**	**hopping**		
stop	______	______	(stopped	stopping)
run	______	______	(rubbed	rubbing)
chop	______	______	(chopped	chopping)
plan	______	______	(planned	planning)
drop	______	______	(dropped	dropping)
skip	______	______	(skipped	skipping)

How do we know when to use this doubled consonant? The principle is easy to remember:

> If the CVC base word ends with a single consonant after the vowel, then double that consonant before adding *-ed* and *-ing*: **hop, hopped, hopping**.

The guideline is very simple. When you look at verbs, ask these questions:

- Does the word have a short vowel?
- Does the word end with a single consonant letter after the vowel letter?

If both answers are "Yes" then double the final consonant before adding *-ed* and *-ing*.

An Important Point

In Week 6 we saw two-syllable words that began with a short vowel sound in the first syllable. Those words also had a doubled consonant in the middle of each word: *happen, **middle**, **summer***.

The same principle applies to the words in this lesson. Each base word has a short vowel and fits the CVC pattern: *stop, rub, skip,* and so on. When we add *-ed* and *-ing* to these words, we always double the consonant that comes at the end of the base word. Although the ending *-ed* does not create a separate syllable, the ending *-ing* does. In both cases, the consonant letter in the middle of words such as *hopped* and *stopping* must be doubled to show that the sound of the main verb is short.

Practice

The base words on this week's list are repeated here.

stop
plan
rub
drop
chop
skip

A. Write the word that fits in each sentence. Use a verb that ends with *-ed* to tell about something that happened in the past. Use a verb that ends with *-ing* to tell about something that continues to happen.

1. I ______________ a lot of wood for the fireplace. (chopped)

2. We are __________ the metal to make it shiny. (rubbing)

3. Who __________ all these books on the floor? (dropped)

4. Kim is _____________ rope on the sidewalk. (skipping)

5. We ____________ to rest while we were traveling. (stopped)

6. Are you ____________ to take a long trip? (planning)

7. Who is ______________ down these trees? (chopping)

8. We ____________ the coins until they looked like new. (rubbed)

B. Make up your own sentences using the other words on the list.

dropping **skipped** **stopping** **planned**

____

____

____

____

✍ **Writing:** The Time-Order Paragraph

A **paragraph** is a group of sentences that belong together because they all tell about one main idea. The first sentence usually tells what the main idea is. The other sentences tell more about the main idea.

Many paragraphs tell about things that happen in a certain order. They begin by telling what happened first. Then they tell about other things that happened later. Here is an example:

> I watched two birds build a nest. First they found a branch of a tree. Next they got some twigs and leaves and string. Then they put them all together to make a nest.

The first sentence gives the main idea. The other sentences give more detail. The words *first*, *next*, and *then* tell how things happened in time. The first sentence of a paragraph is *indented*—it starts farther in than the other lines of the paragraph.

Think about something you did or a place you visited. Have your child write a paragraph about what happened. The first sentence should tell what you did first. The other sentences tell what happened next. Try to use as many list words as you can.

____

____

____

____

✏ Content Words: Science

Here are some words that will be encountered in the study of science. Your child should write the word that fits in each of the following sentences.

skin **pulse** **smog** **blood**

1. Smoke and fog cause ______________. (smog)

2. A bird's ______________ is covered with feathers. (skin)

3. The heart pumps _____________ through the body. (blood)

4. Can you feel the ______________ in your wrist? (pulse)

Week 8

MISSED SPELLING Words:

Adding *-ed* and *-ing*

Last week we saw some verbs that doubled the final consonant before adding *-ed* and *-ing*. Each of those verbs ended with a single consonant letter after the vowel, so the final consonant was doubled when *-ed* and *-ing* were added: *hop*, *hopped*, *hopping*.

This week we will look at CVC short-vowel verbs that end with doubled letters, such as *miss* and *fill*, or with consonant digraphs, such as *pick* and *wish*.

Here the principle is even simpler than the one last week:

> When a short-vowel word ends with two or more consonant letters after the vowel, do not make any change at all; just add the endings *-ed* and *-ing*.

Help your child add the endings *-ed* and *-ing* to the following verbs. The forms of the verb *fill* are given as examples.

EXAMPLE

fill	**filled**	**filling**		
pass	_______	_______	(passed	passing)
wish	_______	_______	(wished	wishing)
spell	_______	_______	(spelled	spelling)
pack	_______	_______	(packed	packing)
miss	_______	_______	(missed	missing)
pitch	_______	_______	(pitched	pitching)

The guideline is easy to remember. Just ask these two questions:

- Does the verb have a short-vowel sound?
- Are there two or more consonant letters after the vowel?

If the answer to both questions is "Yes," then add *-ed* and *-ing* without making any change in the spelling of the base word.

Practice

The base words on this week's list are repeated here.

pass
pack
wish
miss
spell
pitch

A. Write the word that fits in each sentence. Use a verb that ends with *-ed* to tell about something that happened in the past. Use a verb that ends with *-ing* to tell about something that continues to happen.

1. We are _______________ for our trip. (packing)

2. Tom ____________ the whole baseball game. (pitched)

3. I am ______________ more and more words right. (spelling)

4. We ____________ their house in the last block. (passed)

5. The catcher is _____________ too many easy pitches. (missing)

6. Who ____________ this suitcase? (packed)

7. Ed is _______________ for our baseball team. (pitching)

8. We all ____________ that the weather would clear up. (wished)

B. Write sentences using the other spelling words.

missed **passing** **spelled** **wishing**

1. ____

2. ____

3. ____

4. ____

Writing: The Descriptive Paragraph

Last week you wrote a paragraph telling about things that happened in time. This week you and your child can write a paragraph that describes something you have done or seen.

Help your child think about a trip you have made to the zoo or the beach or the mountains or anywhere else you have been. Write a paragraph that describes what you saw and touched and smelled and tasted when you went on your trip.

Begin your paragraph with the main idea. This tells what you did or where you went. Then give more details about your trip in the other sentences.

____

____

____

____

✏ Content Words: English

Here are some words that are used in the study of the English language. Your child should write the word that fits in each sentence.

sentence **subject** **letter** **noun**

1. The last ___________ in the alphabet is Z. (letter)

2. The ___________ tells what the sentence is about. (subject)

3. A _____________ names a person or a thing. (noun)

4. A __________ can tell something or ask a question. (sentence)

HEAR HERE Words: Words That Sound the Same (Homophones)

Sometimes two or three words have the same sound even though their spellings and meanings are different. Such words are called *homophones*, a Greek word meaning "the same sound."

Here are some homophones. As each word is written, ask your child to use it in a sentence or give a brief definition so that each spelling is matched with the proper meaning. If your child is not sure of a word, then use it in a sentence yourself or give a definition to help clarify the difference in meaning of each pair of homophones.

eye ________ **I** ___

hear _______ **here** _________

no ________ **know** _________

new _______ **knew** _________

one _______ **won** __________

right ______ **write** _________

Practice

The pairs of homophones are repeated here:

eye — I
new — knew
hear — here
one — won
no — know
right — write

Have your child choose the word that fits each sentence. Write the correct homophone in the blank space.

1. My friend and ___________ like to play ball. (I)
eye I

2. Do you __________ the answer to this question? (know)
no know

3. Our team ______________ the game last night. (won)
one won

4. Did you ____________ what he said? (hear)
here hear

5. I got a ______________ bike for my birthday. (new)
new knew

6. I got the _________________ answer to that question. (right)
write right

7. The batter must keep his ____________ on the ball. (eye)
I eye

8. Put the box over ________________ on the table. (here)
hear hear

9. There is __________ more pizza left. (no)
know no

10. There is only ______________ donut left. (one)
won one

11. I ______________ we would win the game! (knew)
new knew

12. Did you ____________________ a note for them? (write)
right write

Writing: Telling How to Do Something

Being able to write clear instructions is very important. When you write a paragraph that gives instructions, you should begin by saying what you are going to do. Then the other sentences should tell how to do it, step by step. As in the time-order paragraph, it is important to explain what is done first, what is done next, and so on until the last step is completed.

Have your child think about something that he or she knows how to do: building a model, cooking something, or learning how to swim, for example. Then help your child write a paragraph telling someone else how to do the same thing. Begin by saying what you are explaining. Then give instructions that others can follow.

____

____

____

____

Content Words: Math

These words are often used in math textbooks. Your child should write the word that fits in each sentence.

number **center** **gallon** **curve**

1. A _________ is a line that bends without sharp angles. (curve)

2. The _________ of a circle is the same distance from all points around the outside. (center)

3. Can you count the ___________ of beans in this jar? (number)

4. A _______________ is equal to four quarts. (gallon)

WHO HOW Words:
Words Often Confused

We just saw pairs of words that had the same sound but different spellings and meanings. Other pairs of words may sound or look almost the same, but they are *not* homophones. These words actually have different pronunciations as well as different meanings.

As your child works on the following list, stress the difference in sound and spelling of the words in each pair. Help your child use each word in a sentence or give a definition to emphasize the difference.

of _____	**off** _______
our ______	**are** _______
who ______	**how** _______
win ______	**when** ________
than ______	**then** ________
on ______	**one** ________

Some of the causes of confusion are obvious. The words *how* and *who* have the same letters in two different arrangements. Of course, their sounds are completely different. The words *of* and *off* differ by only one letter, but it makes their pronunciation and meaning completely different.

The words *win* and *when* may sound almost the same if children aren't careful to distinguish between the /w/ sound at the beginning of *win* and the breathier /hw/ sound at the beginning of *when*.

The vowel sounds in *than* and *then* are slightly different, but it is an important difference that creates two separate words. The same is true of the words *are* and *our*.

✎ Practice

Here are the words on this week's list:

of — off
win — when
our — are
than — then
who — how
on — one

Have your child write the word that fits in each sentence.

1. We had ____________ big math test yesterday. (our)
are our

2. Tell me ____________ it is time to leave. (when)
win when

3. Do you know ______________ was on the phone? (who)
how who

4. Please give me one ___________ your cookies. (of)
off of

5. This box is bigger _________________ that one. (than)
then than

6. Put these books _______________ the table. (on)
one on

7. I hope we can ___________________ the next two games. (win)
when win

8. Bill and I ________________ good friends. (are)
our are

9. How many times did you fall ______________ your bike? (off)
of off

10. Do you know ______________ cold it is today? (how)
who how

11. Play one more game and ______________ we must leave. (then)
than then

12. We need ______________ more player for our team. (one)
on one

Writing: Correcting Errors in Paragraphs

In earlier lessons we have seen how to write paragraphs. Here is a paragraph that has some mistakes. Draw a small circle around each thing that you find wrong.

> We went to visit some friends last week. they live a long way from us We had a good time playing with their kiten. i hope we can go back to see them next sumer.

Now have your child write the same paragraph in the space provided in the Activity Book. Make sure that all six mistakes are corrected.

- The first sentence should be indented.
- The second sentence should begin with a capital **T**.
- The second sentence should end with a **period**.

- The third sentence should end with the word **kitten**, not *kiten*.
- The last sentence begins with a capital **I**.
- The last sentence should end with the word **summer**, not *sumer*.

The corrected paragraph should read like this:

We went to visit some friends last week. They live a long way from us. We had a good time playing with their **kitten**. **I** hope we can go back to see them next **summer**.

Content Words: Social Studies

These words are used in Social Studies. Help your child write the word that fits in each sentence.

elect **public** **city** **state**

1. Is the meeting open to the ______________? (public)

2. A big ___________ needs many fire trucks. (city)

3. Each _____________ has two senators in Washington. (state)

4. We will _____________ a governor next month. (elect)

CUTE WHALE Words: The VCe Pattern

This week we change the emphasis from short vowels to long vowels. These are the vowel sounds you hear when you say the letters **a**, **e**, **i**, **o**, and **u** in the alphabet. You also hear long vowels in words such as *make, fine, hope,* and *mule*. These four words are spelled according to a pattern that is often encountered in long-vowel words: The VCe pattern.

The VCe Pattern

The letters **VCe** stand for **V**owel-**C**onsonant-**e**. The main vowel is followed by a consonant and then a silent **e** at the end. This final **e** lets you know the main vowel is long.

cape
shine
code
cube
fame
hike
alone
confuse
chase
chose
while
suppose

1. Which words have the long **a** sound?
   (cape, fame, chase)
2. Which words have the long **i** sound?
   (shine, hike, while)
3. Which words have the long **o** sound?
   (code, alone, suppose, chose)
4. Which words have the long **u** sound?
   (cube, confuse)

All of the words in this week's list fit the VCe pattern. Although some words such as *ate* and *ice* follow the VCe pattern exactly, many more words begin with a consonant sound and end with the VCe pattern, as in *late* and *nice*. These are the words we are emphasizing this week.

As you work on this week's list, make sure your child understands the significance of the VCe long-vowel pattern in the words that have two syllables. In these words, the *last* syllable is stressed and has a long vowel spelled with the VCe pattern: *con/**fuse***, *a/**lone***, *sup/**pose***.

Practice

cape
fame
chase
shine
hike
suppose
code
alone
while
confuse
cube
chose

A. Write the word that fits in each blank space.

1. Please wait ____________ I change my shoes. (while)

2. He achieved great ____________ as a movie star. (fame)

3. She waited ___________ in the empty house. (alone)

4. I had to ________________ my dog for a block. (chase)

5. We took a long _________ through the woods. (hike)

6. They __________ a new leader for the team. (chose)

7. Batman wears a mask and a long __________. (cape)

8. Who do you ______________ will win? (suppose)

B. Write the word that fits each definition.

1. Symbols used for secret messages: ______________ (code)

2. An object with six equal square sides: ___________ (cube)

3. To give off a bright light: _______________ (shine)

4. To make something uncertain or unclear: ____________ (confuse)

Dictionary Skills: Alphabetical Order

Using Dictionaries

This week we begin working on skills that your child will need in order to use dictionaries effectively. It is important for your child to become familiar with dictionaries that suit his or her age and ability. In addition to showing correct spelling, dictionaries can give valuable information about words that have several meanings. They can also provide example sentences showing how words may be used.

If you don't already have a dictionary designed for the elementary level, it would be a good idea to get one. Throughout this book we will give exercises that ask your child to look up words and discover how much information a dictionary can give.

In order to find words, your child must know how they can be arranged in alphabetical order (also called "ABC order"). Explain that the first word in the alphabetical list should begin with the letter found nearest the beginning of the alphabet; the next word should begin with the next closest letter in the alphabet; and so on.

Help your look through the following words to find the one that starts with a letter near the beginning of the alphabet. There are no words beginning with **a** or **b**, so the first word in the list begins with **c**. There is no word beginning with **d**, so the next word in the alphabetical list begins with **e**; and so on.

zoo game run pat egg catch

ABC order:

__________ (catch)

__________ (egg)

__________ (game)

__________ (pat)

__________ (run)

__________ (zoo)

Later we will look at words that begin with the same letter and must be alphabetized according to the second or third letter.

✏ Content Words: Geography

Here are some words that are used in the study of geography. Help your child write the word that fits in each sentence.

ocean globe dune tribe

1. A ____________ shows all the countries in earth. (globe)

2. One ______________ of Indians lived in Florida. (tribe)

3. The ship took a week to cross the ____________. (ocean)

4. A large sand ____________ piled up during the storm. (dune)

FLAKE SCRAPE Words:
More VCe Words

We have already seen short-vowel words that began with consonant blends such as **bl** and **cr**. Other words began with groups of three consonants such as **scr** and **thr**. These are called *trigraphs*,

Some long-vowel words also begin with consonant blends or trigraphs. The words on this week's list not only begin with these spellings but also fit the VCe pattern. Help your child pronounce the words and answer the questions.

blade
glide
crane
bride
close
scrape
strike
flake
stroke
brake
throne
broke

1. Which words begin with **bl, cl, fl,** or **gl**?
   (blade, flake, close, glide)

2. Which words begin with **br** or **cr**?
   (crane, bride, broke, brake)

3. Which words begin with **scr, str,** or **thr**?
   (scrape, strike, stroke, throne)

For further practice, have your child group the words according to vowel sounds:

1. Words with long **a**: blade, crane, scrape, flake, brake
2. Words with long **i**: glide, bride, strike
3. Words with long **o**: close, stroke, broke, throne

Practice

The list words for this week are repeated here.

blade
close
stroke
glide
scrape
brake
crane
strike
throne
bride
flake
broke

A. Write the word that fits in each sentence:

1. The ________________ got married in a big church. (bride)
2. Did lightning _____________ strike the tree? (strike)
3. A big _____________ of snow landed in my face! (flake)
4. We had a _____________ of good luck. (stroke)
5. Watch out! This ______________ is very sharp. (blade)
6. The big ______________ lifted the heavy weight. (crane)
7. Use the ______________ to stop the wheel. (brake)
8. The king sits on a large ______________. (throne)

B. Here is a paragraph with some words missing. Write the word that fits in each blank space.

scrape **close** **glide** **broke**

I like to ______________ across the snow in my sled. Sometimes my sled will ______________ on the rocks. Last winter I ______________ my sled when I hit a big stone. I also bumped my brother when our sleds got too ______________ together.

Writing: Making Comparisons

When we describe something, we often compare it to something else. Here are some sentences that show how this can be done.

- The children are *like* little angels.
- Her voice was *like* pure gold.
- They were *as* quiet *as* mice.
- He is *as* strong *as* a horse.

Each of these sentences is an examples of a **simile**. A simile makes a comparison by showing how two things are alike. In a simile, we often use the word *like* to make a comparison, as you see in the first two sentences. We may also use the word *as* to create a simile, as you see in the last two sentences. Also notice that the verbs *is* or *are* or *was* or *were* are usually used in similes.

Help your child write similes making comparisons between two things. You may want to pick some adjectives such as *fast* or *loud* or *heavy* and then use the word *as* to describe one thing that is similar to another. You may also pick some nouns such as *feathers* or *clouds* or a *storm* and show how one thing is *like* another.

For this exercise, blank spaces are provided in the Activity Book. If your child is not sure how to proceed, you might suggest the beginning of similes such as these:

1. The race horse is as fast ______________. (as the wind)
2. The crash was as loud ________________. (as thunder)
3. The setting sun looks ______________. (like fire)
4. The wind roared ________________. (like a lion)

✏ Content Words: Science

You will often see these words when you study science.

produce **reptile** **climate** **wave**

Write the word that fits in each sentence.

1. Wind and rain and heat affect our ______________. (climate)
2. A big ______________ crashed into the shore. (wave)
3. Plants and trees _______________ oxygen. (produce)
4. An alligator is a large ______________. (reptile)

Personal Words

As we suggested after Week 6, it is a good idea to encourage your child to keep a log of words about subjects of particular interest. Even if these words are difficult now, they should become clearer as we introduce new patterns and principles in the future.

Week 13

PAINT STAIN Words: The CVVC Pattern for Long **a**

Some long-vowel words are spelled according to the CVVC pattern (**Consonant-Vowel-Vowel-Consonant**). This means that two vowel letters are joined in the middle of the word.

The letters *ai* can be used to spell the long **a** sound in many words such as *rain* and *wait*. This week we look at a number of long **a** words spelled *ai*.

Many of these words begin with digraphs and trigraphs and blends we have already used. As you work through this list, point out these initial sounds and spellings as well as the spelling of the long vowel.

drain
paint
stain
trail
remain
snail
faint
waist
strain
detail
straight
contain

1. Write the words that end with *-ain*.
   (drain, stain, remain, strain, contain)
2. Write the words that end with *-ail*.
   (trail, snail, detail)
3. Write the words that end with *-aint*.
   (paint, faint)
4. Write the word that ends with *-aist*.
   (waist)
5. Write the word that ends with *-aight*.
   (straight)

The *ai* spelling is never used at the end of a word; it must always be followed by a consonant sound. This is why words are grouped according to their bases in the questions that accompany the list.

Notice the words that have two syllables. The last syllable is stressed and has the long vowel sound spelled *ai*. The word *straight* is unusual because it contains the silent letters *gh*.

The CVVC Pattern

When two vowel letters represent a single long-vowel sound, the first letter usually represents the basic vowel sound. The second vowel letter often acts as a marker that lets you know the basic vowel sound is *long*.

Practice

The list words are repeated here.

drain
remain
strain
paint
snail
detail
stain
faint
straight
trail
waist
contain

A. Write the word that fits in each sentence.

1. I got a ketchup ___________ on my shirt. (stain)

2. The report gave every ____________ of the event. (detail)

3. This belt won't fit around my _____________. (waist)

4. Use this ruler to draw a _________________ line. (straight)

5. We need to _____________ this old fence. (paint)

6. I got so dizzy that I thought I would ___________. (faint)

7. These boxes _______________ all my books. (contain)

8. The guides marked a ___________ through the forest. (trail)

B. Write the word that fits each definition.

1. To stretch or pull as hard as you can: ______________ (strain)

2. To continue without any change: ______________ (remain)

3. A slow-moving animal with a spiral shell: ____________ (snail)

4. To remove water from a tank: _______________ (drain)

✍ **Writing:** Adjectives

An **adjective** is a word that describes something. Adjectives can tell how big or how small something is. They can also tell us if something is good or bad, short or tall, fast or slow. Much of the time, adjectives come just before the *nouns* they describe. This is the case in the following sentences:

I saw a **tall** *giraffe* at the zoo.
This is a **dull** *movie*.
We had a **good** *time* at the party.

When you want to describe something, choose the adjective that fits best. A kitten may be *small*, but a mouse is *tiny*. A horse may be *large*, but an elephant is *huge*. Try to use words that give a clear picture of the thing you are describing.

Write a paragraph that describes your favorite animal. In one sentence, use an adjective that tells about its size. In the next sentence, use an adjective that tells about how it moves. In other sentences you can tell about how it looks or what kind of noise it makes. Choose the best adjective for each sentence.

____

____

____

____

Content Words: English

Here are some words that are used in the study of the English language. Help your child write the word that fits each sentence.

capital **period** **question** **comma**

1. Use a ____________ to separate groups of words. (comma)
2. A ______________ is used at the end of a statement. (period)
3. A ______________ letter begins each sentence. (capital)
4. Ask a __________________ to get information. (question)

EAST FIELD Words:
CVVC Patterns for Long e

In earlier levels we saw words such as *tree, feet,* and *seem* that had the long **e** sound spelled *ee*. We also saw words such as *eat* and *read* that have the long **e** spelled with the letters *ea*. This week's list contains several more long **e** words spelled *ea*.

Some words have long **e** spelled *ie*. You will also find a few of these words on this list as well.

meat
east
steam
seat
mean
chief
clean
neat
field
lean
stream
niece

1. Write the four-letter words spelled **ea**.
   (meat, east, seat, mean, neat, lean)

2. Write the **ea** words that begin with two or three consonants blended together.
   (steam, clean, stream)

3. Write the words spelled **ie**.
   (chief, field, niece)

For the *ie* spelling of long **e**, it may help to remember the old saying: "*I* before *e* except after *c*." This means that the spelling *ie* is used for the long **e** sound in most words. Later we will look at a few words such as *ceiling* and *receive* that use *ei* preceded by the letter *c*.

Practice

The list words are repeated here.

meat
mean
field
east
chief
lean
steam
clean
stream
seat
neat
niece

A. Write the word that fits in each sentence.

1. Did you ______________ all the mud off your shoes? (clean)

2. There isn't much __________ on this hamburger. (meat)

3. The city has a new ____________ of police. (chief)

4. Boiling water makes lots of _______________. (steam)

5. I hope we can get a ____________ at the movie. (seat)

6. Don't ____________ on that loose railing. (lean)

7. I don't understand what you __________. (mean)

8. Our neighbor's ______________ has come to visit. (niece)

B. Add the words that complete the sentences in the following paragraph.

east

field

neat

stream

On the farm, ducks swam in the ________________ that flowed past the farmhouse. Cows grazed in the open ______________ nearby, and piles of hay were arranged in _____________ stacks. The sun was warm, and a gentle breeze blew from the ___________.

✍ **Dictionary Skills**: Alphabetical Order

In Week 11 we talked about the importance of understanding alphabetical order in order to use dictionaries. This week we will go into more detail about this subject.

Your child may need to look up several words that begin with the same letter. When this happens, it is necessary to look at the second letter to find out the correct order. For example, the words *tap, tin,* and *top* all begin with *t*, so we must use the second letter in each word to establish alphabetical order.

Here are two groups of words. All the words in each group begin with the same letter. Help your child arrange these words in alphabetical order using the second letter as the guide.

1. **night noon name neck**

_______________________ (name)

_______________________ (neck)

_______________________ (night)

_______________________ (noon)

2. **apple act ask and**

_______________________ (act)

_______________________ (and)

_______________________ (apple)

_______________________ (ask)

Content Words: Math

Here are some words that are used in the study of math. Write the word that fits each definition.

square **equal** **circle** **dozen**

1. Things that are exactly the same in number: __________ (equal)

2. A figure that is perfectly round: _____________ (circle)

3. A group of twelve things: _______________ (dozen)

4. A figure that has four equal sides: ______________ (square)

Week 15

FLOAT BOWL Words:
Spelling Patterns for Long **o**

The spelling *oa* is used in a number of long **o** words such as *road* and *coat*. This week's list contains several words with this spelling. Other words use the *ow* spelling to represent the long **o** sound. Some words end with *ow*, while others end with a consonant after *ow*. A number of words with the *ow* spelling appear in this list as well.

oak
grow
soak
flow
bowl
goal
own
groan
throw
coast
grown
throat

1. Which words are spelled with *oa*?
   (oak, soak, goal, groan, coast, throat)

2. Which words end with *ow*?
   (grow, flow, throw)

3. Which words have *ow* followed by a consonant?
   (bowl, own, grown)

4. Which words sound the same but have different spellings and meanings?
   (groan, grown)

Help your child distinguish between the homophones *groan* and *grown*. Although they have the same sound, their spellings and meanings are different. You may want to find these words in a dictionary in order to see how they differ. Also make sure your child realizes that *grown* is related to the word *grow*.

Practice

The list words are repeated here.

oak
bowl
throw
grow
goal
coast
soak
own
groan
flow
grown
throat

A. Write the word that fits in each sentence.

1. Put these potato chips in a big ___________. (bowl)
2. Can you ______________ the ball across the field? (throw)
3. Our puppy has _____________ a lot this month. (grown)
4. Our team scored a ___________ in the last minute. (goal)
5. The big ________ tree was damaged by the storm. (oak)
6. Do you _________ a blue bicycle? (own)
7. The plant will ___________ quickly in the sunlight. (grow)
8. The cold wind gave me a sore ______________. (throat)

B. Write the word that fits each definition.

coast **flow** **soak** **groan**

1. To place something completely in liquid: _____________ (soak)
2. A deep moaning sound: _______________ (groan)

3. The area of a country that meets the ocean: ________ (coast)

4. To glide along smoothly: ______________ (flow)

Writing: Sentences — Review

In Weeks 1 and 2 we pointed out that every sentence begins with a capital letter. Each sentence ends with a punctuation mark that lets us know what kind of sentence it is. We will review that information now.

1. Use a **period** (.) at the end of a sentence that makes a statement.

- **I like to play baseball.**

2. Use a **question mark** (?) at the end of a sentence that asks something.

- **Do you like to play baseball?**

3. Use an **exclamation mark** (!) at the end of a sentence that shows strong feeling or excitement.

- **We just watched the greatest game I have ever seen!**

Think about something you like to do. Write one sentence that makes a statement. Write another sentence that asks a question. Then write one more sentence that expresses excitement. Use the correct punctuation at the end of each.

____

____

____

Content Words: Social Studies

Here are some words that are used in Social Studies. Write the word that fits each definition.

trade **govern** **mayor** **freedom**

1. An official elected to run a town or city: __________ (mayor)

2. The process of selling and buying goods: __________ (trade)

3. To have authority over others: ______________ (govern)

4. Another word for liberty or independence: _________ (freedom)

Week 16

HOLD TIGHT Words:
More Long-Vowel Patterns

In earlier weeks we saw that some long-vowel words are spelled with the VCe pattern (*face, ride, hope*) while other long-vowel words contain pairs of vowel letters and follow the CVVC pattern (***rain, meet, goal***). Now we will look at still more patterns for long-vowel spellings.

bind
sold
right
grind
night
bold
sight
remind
light
might
told
tight

1. Which words have the long **i** spelled *-ind*?
   (bind, grind, remind)

2. Which words have the long **i** spelled *-ight*?
   (right, night, sight, light, might, tight)

3. Which words have the long **o** spelled *-old*?
   (sold, bold, told)

In some words, the complete base at the end of the word serves as a marker that lets us know the vowel sound is long. This is the case with words such as *find* that end with *-ind* and with words such as *light* that end with *-ight*. In both cases the spelling patterns let us know that we will hear the long **i** sound.

Other words such as *hold* end with the base *-old*, which lets us know that the word has a long **o** sound.

As your child works on the words in this week's list, stress the fact that the complete base at the end of the word determines the vowel sound.

Point out that the word *remind* has two syllables. The last syllable is stressed and has the base *-ind.*

It is important to notice that words of this type involve more than just "sounding out" the letters. These words also involve *visual patterns* which can be very helpful as your child learns to group words that share a common feature. Help your child see that the complete patterns *-ild* and *-ight* involve the long **i** sound, and the pattern *-old* represents the long **o** sound.

Practice

bind
night
light
sold
bold
might
right
sight
told
grind
remind
tight

A. Write the word that fits in each sentence.

1. There was a bad storm last ______________. (night)

2. The farmers ____________ fruit and vegetables. (sold)

3. I got the ______________ answers on the test. (right)

4. We can ______________ this ax to sharpen it. (grind)

5. We need a brighter ____________ in the closet. (light)

6. He ______________ us a funny story. (told)

7. Did you _______________ him to call us? (remind)

8. We _______________ go visit my aunt next week. (might)

B. Write the word that fits each definition

bold **sight** **bind** **tight**

1. To fasten or tie things together: _________________ (bind)

2. The act or process of seeing: _________________ (sight)

3. Showing courage or daring: ___________________ (bold)

4. Closely packed or held firmly in place: ______________ (tight)

Writing: Using commas

Sometimes we have to use special marks to separate words so that the reader can understand what we are writing. The **comma** (,) is often used for this purpose.

We use a comma between the name of a city and the name of the state it is in.

- I live in Cleveland, Ohio.
- My uncle lives in Louisville, Kentucky.
- Last summer we went to Dallas, Texas.

We also use a comma to separate the day of the month from the year.

- The letter was sent on May 15, 1997.
- My brother was born in October, 1990.
- We will leave on March 13, 1998.

Look at these sentences. Add a comma where it is needed.

1. I mailed a letter to Richmond Virginia.

2. It was mailed on January 5 1997.

3. My friend moved to Chicago Illinois.

4. I will go to see her in June 1998.

Write two sentences that tell about a trip you might take. Write the name of the city and state in one sentence. Write the day of the month and the year in the other sentence. Use a comma in each sentence.

____

____

If your child needs assistance, you might suggest these sentence beginnings:

I would like to visit ______________, ______________.

I hope we can go there in _________________, _______.

✏ **Content Words**: Geography

Here are some words that are likely to appear in the study of geography. Write the word that fits each sentence.

season **arctic** **mountain** **valley**

1. Workers dug a long tunnel through the ___________. (mountain)

2. Each ___________ of the year has its own kind of weather. (season)

3. The river ran through a ____________ between two hills. (valley)

4. The _______________ is covered in ice and snow. (arctic)

HOPED WAITING Words: Adding *-ed* and *-ing* after Long Vowels

In Week 7 we saw that the ending *-ed* is used with verbs to indicate that something happened in the past. The ending *-ing* is used to indicate that something continues to happen or happened over an extended period of time. The examples in Week 7 showed how these endings were used with short-vowel CVC words: *hop, hopped, hopping*, for example.

Many verbs such as *race* have long vowels spelled with the VCe pattern. Notice that such verbs end with the vowel letter *e*, and the endings *-ed* and *-ing* begin with vowel letters. For this reason, the final *e* of the base word is dropped before adding *-ed* and *-ing*: *race, raced, racing.*

In Weeks 13–15 we saw other long-vowel words spelled with the CVVC pattern: two vowel letters joined in a digraph to spell the long-vowel sound. If the vowel is spelled as a digraph, add the endings *-ed* and *-ing* without changing the base word at all: *lean, leaned, leaning.*

The list for this week contains some VCe words and some CVVC words. Help your child see how the endings *-ed* and *-ing* are added to these verbs. The forms of the verbs *like* and *leap* are given.

EXAMPLE

like	**liked**	**liking**	
leap	**leaped**	**leaping**	
use	__________	____________	(used, using)
wait	__________	____________	(wait, waited)
hope	__________	____________	(hoped, hoping)
soak	__________	____________	(soaked, soaking)
chase	__________	____________	(chased, chasing)
clean	__________	____________	(cleaned, cleaning)

In some cases, *-ed* adds a new syllable (*waited*, for example). Of course, *-ing* always adds a new syllable.

Practice

The base words in this week's list are repeated here.

use
soak
wait
chase
hope
clean

Choose the verb that fits in each sentence. Use a verb that ends with *-ed* to tell about something that happened in the past. Use a verb that ends with *-ing* to tell about something that continues to happen.

1. Last week I __________________ up my room. (cleaned)

2. Are they still _______________ for the rain to stop? (waiting)

3. My socks are ___________________ in the sink. (soaking)

4. I ___________ all my money to pay for the pizza. (used)

5. The squirrels are ________________ each other in the tree. (chasing)

6. We ______________ that everything would be all right. (hoped)

7. They _______________ an hour for the bus to arrive. (waited)

8. I am _______________ a new kind of pen. (using)

9. Dad is _________________ out the gutters. (cleaning)

10. I _______________ my dog around the yard. (chased)

11. The rain ______________ my new coat. (soaked)

12. We are ______________ that our team will win. (hoping)

Writing: Using commas

Sometimes we write about two things that are related or we use two words to describe something. When this happens, we use the word **and** to show that the two words belong together.

- John **and** I are in the same class.
- The movie was long **and** boring.

When we use more than two words that are related, we need to separate them so that they are clear to the reader. We use a punctuation mark called the **comma** (,) to do this. Then we use *and* before the last word in the group.

- John, Mary, and I are in the same class.
- The movie was long, boring, and dumb.
- My cat is chubby, lazy, fuzzy, and goofy.

Look at the sentences given here. Add commas where they are needed to make each sentence clear.

We had fish potatoes and beans for dinner

The old car was rusty scratched and dented.

Now write two sentences of your own. In the first sentence, use three nouns that are separated by commas. In the second sentence, use three adjectives that are separated by commas.

____

____

As the examples show, the three nouns can appear in the subject part of the sentence. If your child isn't sure how to proceed, suggest a sentence in which your child and two friends do something: ______, ______, and I (did something).

For the other sentence, suggest that your child think about something that can be described with three adjectives. It works best if the sentence names the object and then describes it. For example:

My (dog) is __________, ___________, and _________.

Content Words: Science

The following words are likely to appear in the study of science. Write the word that fits each sentence. Look up any words you don't know

climate **current** **eclipse** **equator**

1. We saw an _______________ of the moon last night. (eclipse)

2. The ____________________ runs around the middle of the earth. (equator)

3. The North Pole has a very cold ____________________. (climate)

4. The ocean _______________ is very strong. (current)

Week 18

BOOKS BUSHES Words: Plural Nouns

We have already seen that nouns are words that name people, places, or things: *boy, girl, home, city, table,* or *button.*

Singular nouns name one person or place or thing. Plural nouns name more than one. When we write a plural noun, we often add *-s* at the end of the word: *rug, rugs*. However, some nouns require *-es* at the end to form the plural: *dish, dishes*.

Help your child look at the plural nouns in this week's list and notice how each is spelled. Then cover the words in the left column and have your child read each numbered example. Make sure your child notices the spelling of the singular noun in each example; then write the plural form of the noun.

rocks
buses
books
glasses
trains
bushes
shells
boxes
kittens
ranches
letters
ditches

1. One rock, two __________
2. One bus, three __________
3. One book, four __________
4. One glass, three __________
5. One train, two __________
6. One bush, five __________
7. One shell, three __________
8. One box, two __________
9. One kitten, three __________
10. One ranch, two __________
11. One letter, three __________
12. One ditch, four __________

Why do some nouns add *-es* while other nouns add only *-s*? To figure this out, listen to the sound you hear at the end of each *singular* noun. What do you notice about the words *bus, glass, bush, box, ranch,* and *ditch*? Each of these words ends with a "whistling" sound called a *sibilant*. A sibilant involves the /s/ sound (*bus, glass*) or some related form such as /sh/ (*bush*) or /ks/ (*box*) or /ch/ (*ranch, ditch*). Whenever a singular noun ends with one of these sounds, we add *-es* to form the plural. Also notice that the ending *-es* adds a new syllable.

✎ Practice

The list words are repeated here.

rocks
trains
kittens
buses
bushes
ranches
books
shells
letters
glasses
boxes
ditches

A. Write the plural noun that fits in each sentence.

1. How many sea ______________ did you collect? (shells)

2. The _________________ are fluffy and playful. (kittens)

3. I read two _____________ about the Civil War. (books)

4. Two big _____________ had flat tires. (buses)

5. Some large _________________ rolled down the hill. (rocks)

6. The rain filled all the __________________ with water. (ditches)

7. I wrote three ________________ to my friends. (letters)

8. All the ________________ need to be trimmed. (bushes)

B. Use the remaining words in your own sentences.

trains **glasses** **boxes** **ranches**

1.____

2.____

3.____

4.____

✍ **Writing**: Dictionary Skills

Look at the material in the front of your child's dictionary. Help your child understand how the dictionary is organized and how to find words. Then use the following activities for practice.

A. At the top of each page in a dictionary you find **guide words**. These show the first and last word included on each page. Let's assume that one page has the guide words **school** and **some** at the top. Help your child put a circle around the answer to each of the following questions. (Answers are in boldface on this page.)

1. Is the word **skate** included on this page? **Yes** No

2. Is the word **say** included on this page? Yes **No**

3. Is the word **stop** before or after this page? Before **After**

4. Is the word **sad** before or after this page? **Before** After

B. Many words have more than one meaning. Some words can be used as a verb in one sentence and a noun in another sentence. Look up the following words in your dictionary. Write one meaning for the word as a verb. Write another meaning for the same word as a noun.

1. **play**

verb ____

noun ____

2. **run**

verb ____

noun ____

Content Words: English

The following words are likely to appear in the study of the English language. Write the word that matches each definition.

rhyme **verb** **fiction** **blend**

1. A word that tells what the subject of a sentence is doing:

   ____________________ (verb)

2. A story that is not based on things that really happened:

   ____________________ (fiction)

3. The kind of sound we hear when two consonants are spoken smoothly together: _______________ (blend)

4. The term we use to talk about words that end with the same sound: ________________ (rhyme)

Personal Words

Continue to encourage your child to keep a log of words about subjects of particular interest. Even if these words are difficult now, they should become clearer as we introduce new patterns and principles in the future.

Week 19

The Vowel Sound in SMALL and PAW

The vowel sound in a word such as *all* is not exactly like any of the short or long vowels we have studied earlier. In Level 2 we introduced this sound and spelling in a number of words such as *tall* and *fall* and *call*. We also saw that this same sound can be spelled *aw* in words such as *saw* and *draw*.

This week we add some more words spelled with the patterns found in *all* and *draw*. We also see that the same vowel sound can be spelled *au* in words such as *cause*.

hall
paw
haul
small
cause
jaw
dawn
stall
sauce
straw
because
crawl

1. Write the words spelled with **all**.
   (hall, small, stall)
2. Write the words spelled with **aw**.
   (jaw, paw, dawn, straw, crawl)
3. Write the words spelled with **au**.
   (haul, cause, sauce, because)
4. Which two words sound the same?
   (hall, haul)
5. Which word has two syllables?
   (because)

In question 4, point out that *hall* and *haul* have different meanings even they sound the same. Use each word in a sentence:

- Please turn on the light in the *hall*.
- We used a truck to *haul* the heavy load.

The word *because* is often misspelled in a variety of ways: *bicuz, becas, becuse, becose,* and so on. This word should not cause problems if your child understands these things:

- The first syllable is spelled exactly like the word *be*.
- The stressed vowel in the second syllable is spelled *au*.
- The second syllable is exactly the same as the word *cause*.

Practice

The words in this week's list are repeated here.

hall
cause
sauce
paw
jaw
straw
haul
dawn
because
small
stall
crawl

A. Write the word that fits in each sentence.

1. A mouse is a very ____________ animal. (small)
2. Put more tomato ______________ in the spaghetti. (sauce)
3. The wagon broke ____________ the load was heavy. (because)
4. Put these clothes in the _________ closet. (hall)
5. The baby likes to ___________ on the rug. (crawl)
6. We got up early to see the first light of ________. (dawn)
7. What was the ____________ of the accident? (cause)
8. We had to _________ the big rocks away. (haul)

B. Write the word that fits each definition.

1. The foot of an animal that has claws: ____________ (paw)

2. To sputter and come to a stop: _____________ (stall)

3. The part of the mouth that holds teeth: _______ (jaw)

4. Dried stalks of grain or grass: ___________ (straw)

Writing: Singular Possessive Nouns

When we want to show that something belongs to someone, we can write sentences like these:

- This coat belongs to the man.
- That car belongs to my neighbor.

There is another way we can show that something belongs to someone. We can use a **possessive noun** that names the owner of something. This week we will talk about singular possessive nouns, which show that something belongs to *one* person.

To write a singular possessive noun, add a symbol called an **apostrophe** (') and the letter **s** at the end of the noun. This symbol (**'s**) shows that something belongs to one person.

- This is the man**'s** coat.
- That is my neighbor**'s** car.

Now add **'s** to write a possessive noun in each sentence.

I borrowed my friend____ book. (friend's)

This is my mom____ hat. (mom's)

I rode my brother____ bicycle. (brother's)

Write two sentences of your own. Use a singular possessive noun in each one.

____

____

Content Words: Social Studies

These words may appear in social studies. Look up any word you don't know. Write the word that fits in each sentence.

justice **desert** **council** **explore**

1. The ___________ is so dry that few plants will grow. (desert)
2. Scientists want to _______________ the old cave. (explore)
3. The court is in the hall of _____________. (justice)
4. The city _______________ will vote on the issue. (council)

Week 20

The Vowel Sound in **COOL** and **FOOD**

The long vowel heard in *cool* and *food* is similar to the long **u** we have already encountered in words such as *use* and *cube*. However, words in this week's list have only the "oo" sound; there is no hint of the "yoo" blend we hear in *you* or *use*. Words with the "oo" sound are usually spelled with the letters *oo*, but a few important words use other spellings for this sound.

food
boot
cool
lose
true
noon
pool
loose
room
tool
tooth
rule

1. Write the four-letter words spelled *oo*.
   (food, boot, cool, noon, pool, room, tool)
2. Write the word that ends with *th*.
   (tooth)
3. Write the word that ends with a vowel and *e*.
   (true)
4. Write the word that fits the VCe pattern for long **u**.
   (rule)
5. Write the words that begin with *l*.
   (lose, loose)

The word *rule* fits the VCe pattern that we saw earlier in words such as *mule*. The word *true*, on the other hand, has the vowel letter *u* followed by *e* with no consonant in between

The words *lose* and *loose* both have the "oo" sound, but *lose* has only one *o* and ends with the /z/ sound. Although it looks like it should rhyme with *nose*, the word *lose* actually has the "oo" sound. The word *loose*, on the other hand, is spelled with *oo* and ends with the /s/ sound. Remember that *lose* is a verb: “Did you *lose* your gloves?” On the other hand, *loose* is usually an adjective: “Be careful of the *loose* railing on the porch!”

✎ Practice

This week’s words are repeated here.

food
true
room
boot
noon
tool
cool
pool
tooth
lose
loose
rule

A. Write the word that fits in each sentence.

1. I hope I don’t _________ my new scarf. (lose)

2. As a ___________ we have cold weather in January. (rule)

3. I lost my left ___________ in the deep mud. (boot)

4. We need a lot more ____________ for the picnic. (food)

5. Watch out for that ___________ board on the steps! (loose)

6. Do you have the right __________ to fix this machine? (tool)

7. The program starts exactly at ___________. (noon)

8. The swimming __________ opens next week. (pool)

B. Write sentences using the following words:

cool **tooth** **true** **room**

If your child needs help, you might suggest the following sentence starters; then have your child complete each one. Some suggested endings are provided.

1. The weather has been ________________ (very *cool* this week.)

2. I chipped my ________________ (*tooth* on that glass.)

3. Do you know if the story ________________ (is *true* or not?)

4. We don't have enough ______________ (*room* for anybody else.)

✍ **Writing**: Plural Possessive Nouns

Last week we saw that many singular nouns can add **'s** to create the possessive form: "This is my dog**'s** favorite toy."

This week we will look at the *plural* form of possessive nouns. You already know that a great many nouns form the plural by adding the final letter *s*. To make these nouns possessive, simply add an apostrophe (**'**) after the final *s*.

Plural	**Plural Possessive**
boys	boys'
books	books'
cats	cats'
trees	trees'

Here are some sentences showing the difference between plural nouns and plural possessive nouns.

- These bikes belong to the boys. These are the boys' bikes.
- These coats belong to the girls. They are the girls' coats.
- These books belong to my friends. They are my friends' books.

Look at the following singular nouns. Then write the plural possessive form of the noun that fits each sentence. (Answers are in parentheses.)

tree **car** **train**

1. Some of the ____________ whistles were very loud. (trains')

2. Many of the _______ branches are all over the ground. (trees')

3. All the ________ horns make a lot of noise. (cars')

Content Words: Math

Here are some words you will use in the study of math.

amount **column** **minus** **percent**

Write the word that fits in each sentence.

1. Arrange these numbers in a single _______________. (column)

2. These items are marked twenty _______________ off. (percent)

3. Ten ___________ three is seven. (minus)

4. Add the same ____________________ to both numbers. (amount)

Week 21

The Vowel Sound in **PUT** and **BOOK**

This week we introduce a new vowel sound that is halfway between the short **u** in *cup* and the long **u** in *rule*. A few words spell this sound with the letter *u* as in *put*, but many more words spell this sound with *oo* as in *look* and *book*. Help your child complete the exercises in the Student Activity Book.

put
book
wood
cook
push
foot
hook
look
pull
good
wool
took

1. Write the words spelled with the vowel letter *u*.
   (put, push, pull)
2. Write the words that end with *-ook*.
   (book, cook, hook, look, took)
3. Write the other words in this list.
   (wood, foot, good, wool)

In Week 20 we saw a number of words such as *food* and *cool* that used the letters *oo* for the long **u** sound (as in *rule*). This week, make sure your child realizes that the same *oo* spelling can represent a slightly different sound.

Practice

put
push
pull
book
foot
good
wood
hook
wool
cook
look
took

A. Write the word that fits in each sentence.

1. Which ____________ are you reading? (book)

2. This coat is made of _____________. (wool)

3. Help me ___________ the wagon out of the mud. (pull)

4. Hang this coat on the __________ on the wall. (hook)

5. We had a very __________ meal last night. (good)

6. Can you _______________ this rock out of the way? (push)

7. Who __________ all the cookies? (took)

8. Did you _________ through all these pictures? (look)

B. Write your own sentences using the remaining words.

wood **cook** **put** **foot**

1. ____

2. ____

3. ____

4. ____

Writing: Adverbs

Adverbs are words that add information about other words. They are especially useful in describing actions. For this reason, adverbs are often used just before or just after verbs.

- We **quickly** ran away from the bees.
- Our friends left **early** to avoid the traffic.
- The tree fell **there** by the fence.

These sentences show that adverbs often tell *how, when,* or *where* something happened. In the first sentence, the adverb *quickly* tells how we ran. In the second sentence, the adverb *early* tells when our friends left. In the last sentence, the adverb *there* tells where the tree fell.

Adverbs can also appear at the beginning or end of a sentence.

- **Slowly** we crept along the dark hallway.
- They finished the job **quickly**.

As you see, many adverbs end with the letters *-ly*. This is not true of every adverb, but it does happen quite often.

Write sentences using the following adverbs to tell *how* and *when* and *where* something happened.

carefully **usually** **here**

1. ____

2. ____

3. ____

Content Words

Here are some words that are used in the study of geography:

arid **canal** **volcano** **swamp**

Look up the meanings of any words you don't know. Then write the word that fits in each sentence.

1. An active ____________ can erupt at any time. (volcano)

2. The desert is _________ because of little rainfall. (arid)

3. Snakes and alligators live in the ____________. (swamp)

4. Small boats carried cargo along the ___________. (canal)

Week 22

The Vowel Sounds in **ROUND** and **COIN**

Words such as *now* and *out* have a vowel sound called a *diphthong*. The diphthong in *now* and *out* blends the sounds of two vowels into a new sound that can be represented by the symbol /ou/. Another diphthong is represented by the symbol /oi/ as in *oil* and *boy*.

Both of these diphthongs were introduced in Level 2. This week's list contains even more words with the *ou* and *oi* spellings for these two diphthongs.

ouch
coil
noun
loud
coin
cloud
proud
point
couch
round
found
spoil

1. Write the words spelled **oi**.
   (coil, coin, point, spoil)
2. Write the words that end with **ch**.
   (ouch, couch)
3. Write the words that begin with blends.
   (cloud, proud, spoil)
4. Write the words that end with blends.
   (point, round, found)
5. Write the word that names a person or place.
   (noun)

Practice

ouch
coin
couch
coil
cloud
round
noun
proud
found
loud
point
spoil

A. Write the word that fits each sentence.

1. Wrap the cord into a round _________. (coil)
2. We were __________ that our team won. (proud)
3. Move the ___________ over by the window. (couch)
4. I'm afraid this fruit will ____________ soon. (spoil)
5. Did you put a ______________ in the machine? (coin)
6. That _________________ looks like a sheep. (cloud)
7. She _______________ the book that had been missing. (found)
8. A ___________ can be the subject of a sentence. (noun)

B. Use each of the following words in a sentence of your own.

ouch **loud** **round** **point**

1. ____
2. ____
3. ____
4. ____

✍ **Writing:** Pronouns

We have seen that a noun is a word that names a person, place or thing. We can use a **pronoun** to take the place of a noun. In many cases, a pronoun is preceded by a noun so that we know who or what is being referred to.

Marie is a good student. **She** also likes to swim.
My friend moved away. **He** still write to me.
Our neighbors took a trip. **They** went to California.

Here we know that *she* refers to Marie, *he* refers to my friend, and *they* refers to our neighbors. The nouns are called *antecedents* because they come first and give the pronoun something to refer to.

Personal pronouns are the ones we use most often. They are the words that refer to people or things:

I **you** **he** **she** **it** **we** **they**

Here are some sentences that use nouns as subjects. Help your child write another sentence that uses a personal pronoun to refer to the subject of the preceding sentence.

1. John is the best player on our team.

____.

2. Mary and I like to go to the zoo.

____.

3. Our friends called us last night.

____.

Help your child see that the subject of the first sentence is *John.* This means that the personal pronoun *he* should be used in the sentence that follows. For example: "*He* always scores the most points." The second sentence has *Mary and I* as the subject; the following sentence should use the pronoun *we* to refer to Mary and I. The third sentence has *Our friends* as the subject; the next sentence should tell what *they* said when they called.

Content Words

These words are often used in the study of science.

lava **insect** **mammal** **fossil**

Look up the meaning of any word that you don't know. Then write the word that fits in each sentence.

1. Scientists can study a ____________ to find out when an animal lived.
(fossil)

2. A warm-blooded animal is called a ____________. (mammal)

3. Molten __________ can erupt from an active volcano. (lava)

4. An ___________ has a body made up of three segments. (insect)

The Vowel + **r** Sound in **PART** and **SPARK**

In many words, the vowel is followed by the letter *r*. These are called *r-controlled vowels* because the letter *r* affects the sound of the vowel that comes before it. In Level 1 we saw words such as *car*, *hard*, and *farm*. Here we will look at even more words that have this /ar/ vowel sound.

part
card
mark
harm
shark
dart
large
start
yarn
snarl
spark
charge

1. Which words rhyme with **art**?
    (part, dart, start)
2. Which words rhyme with **park**?
    (mark, shark, spark)
3. Which words rhyme with **arm** or **barn**?
    (harm, yarn)
4. Which words begin with blends?
    (start, snarl, spark)
5. Which words begin with **ch** or **sh**?
    (shark, charge)
6. Which words end with the /j/ sound spelled **ge**?
    (large, charge)

As you see, some words fit in more than one category. The word *charge*, for example, answers questions 5 and 6, while the word *start* answers questions 1 and 4. Help your child see that some of these words have more than one of the features emphasized in the questions. Explain to your child that the /j/ sound in question 6 is the sound usually spelled with *j* in *jam*. The *ge* spelling is sometimes used for this sound at the end of words.

Practice

part
shark
yarn
card
dart
snarl
mark
large
spark
harm
start
charge

A. Write the word that fits in each sentence.

1. My _________ hit the bull's-eye. (dart)

2. Did the dog _______________ at you? (snarl)

3. We couldn't get the car to ______________. (start)

4. I lost one ___________ of the puzzle. (part)

5. We can ________________ books on our library card. (charge)

6. The accident did not _________ any of the passengers. (harm)

7. My dog has a white________________ on his head. (mark)

8. It took a lot of __________ to knit this scarf. (yarn)

B. Write your own sentences for these words:

card **shark** **spark** **large**

1. ____

2. ____

3. ______________________________

4. ______________________________

✍ Writing: Prepositions

When we construct sentences, we often rely on short words such as *to* and *of* and *in* to connect one part of the sentence to another. You see how this works in the following sentences.

- We went *to* the movies.
- Give me one *of* those cookies.
- Put the socks *in* the drawer.

These short words are called **prepositions**. They are used all the time to build sentences. For this reason they are often called *structure words*.

The following sentences go as far as the preposition given in boldface. Think of some words that can complete each sentence after the preposition. Sometimes one word is enough, but other times you will need two or three more words.

1. We waited an hour **for** ______________________.

2. My friend and I went **to** ______________________.

3. Did you look **at** ______________________?

Now write three sentences of your own. Use any of the following prepositions:

in at to with for by from over under

1. ____

2. ____

3. ____

Content Words

Here are some words often used in the study of math. Look up any words you don't know. Then write the word that fits each sentence.

problem divide table zero

1. Arrange all these numbers into a ________________. (table)

2. Did you solve the ______________ on this page? (problem)

3. Can you ______________ three into nine? (divide)

4. Seven minus seven equals ____________. (zero)

The Vowel + **r** Sound in **NORTH** and **STORM**

The spellings *or* and *ore* are used for some words with the /or/ sound: *for*, *more*, and *store*, for example. Many other words end with a consonant sound after the *or* spelling.

fork
score
north
force
thorn
snore
sport
torch
shore
stork
storm
scorch

1. Which words end with **-ore**?
   (score, snore, shore)
2. Which words end with one consonant after **-or**?
   (fork, thorn, sport, stork, storm)
3. Which words end with **th** or **ch** after **-or**?
   (north, torch, scorch)
4. Which word ends with the /s/ sound spelled **ce**?
   (force)

PRACTICE

fork
thorn
shore
score
snore
stork
north
sport
storm
force
torch
scorch

A. Add the word that fits in each sentence.

1. The ____________ of the wind blew the tree down. (force)

2. The waves crashed against the _______________. (shore)

3. Canada is _____________ of the United States. (north)

4. I got stuck by a _______________ in that bush. (thorn)

5. A ____________ has long legs and a long bill. (stork)

6. Do you __________ when you sleep? (snore)

7. The hot iron might _______________ your shirt. (scorch)

8. Light the _____________ so we can see in the dark. (torch)

B. Use the following words in sentences of your own.

storm **fork** **sport** **score**

1. ____

2. ____

3. ____

4. ____

Writing: Using Adjectives to Make Comparisons

In Week 13 we saw that an **adjective** is a word that describes a noun.

That is a **big** tomato.
This is a very **fast** car.

We can also use adjectives to compare two nouns. When we do this, we often add the ending **-er** to the original word. This is called the **comparative** form of the adjective.

This tomato is **bigger** than that one.
That car is **faster** than this one.

When the adjective ends with a short vowel spelled with the CVC pattern, then the final consonant is doubled before adding **-er**. You see this in *big* and *bigger*.

When we want to compare more than two things, we often add the ending **-est** to many adjectives. This is called the **superlative** form of the adjective.

This is the **biggest** tomato I ever saw.
That is the **fastest** car on the track.

Here are some examples that show how the endings can be added to create the comparative and superlative forms of familiar adjectives.

slow	**slower**	**slowest**
large	**larger**	**largest**
small	**smaller**	**smallest**
long	**longer**	**longest**
thin	**thinner**	**thinnest**

fresh	**fresher**	**freshest**
cold	**colder**	**coldest**

Discuss these spellings with your child. We already mentioned that words such as *big* or *thin* double the final consonant before adding endings. Also notice that words ending in final **e** drop that letter before adding **-er** and **-est**. When a word ends with a blend or digraph or doubled letter, then the endings are added with no change in the base word.

Help your child write a sentence that compares two nouns. Write another sentence that compares more than two nouns. Use one of the adjectives given above, or choose your own.

____

____

Content Words

Here are some words found in the study of English. Write the word that fits in each sentence.

dictionary **language** **alphabet** **paragraph**

1. A _______________ has several sentences about one topic. (paragraph)

2. The English _______________ is spoken in many countries. (language)

3. The ________________ contains 26 letters. (alphabet)

4. A __________________ shows that some words have more than one meaning. (dictionary)

Personal Words

Continue to encourage your child to keep a log of words about subjects of particular interest. Even if these words are difficult now, they should become clearer as we introduce new spelling patterns and principles in the future.

Week 25

The Vowel + **r** Sound in **HAIR** and **CARE**

The r-controlled vowel sound in *hair* and *care* is usually spelled in one of two ways. A few words use the *-air* spelling, but many more words use the *-are* spelling.

air
care
hair
scare
stare
fair
spare
bare
blare
chair
rare
glare

1. Which words end with **-air**?
    (air, hair, fair, chair)
2. Which four-letter words end with **-are**?
    (care, bare, rare)
3. Which words begin with **sc**, **sp**, or **st**?
    (scare, stare, spare)
4. Which words begin with **bl** or **gl**?
    (blare, glare)

The word **are** is unusual because it has the sound of *car* and *far* even though it looks like it might rhyme with *care* and *dare*.

In later weeks we will talk more about homophones such as *stare—stair*, *fair—fare*, and *bare—bear*.

Practice

air
stare
blare
care
fair
chair
hair
spare
rare
scare
bare
glare

A. Write the word that fits each sentence.

1. The __________ from the sun hurt my eyes. (glare)

2. The trees are all __________ after the windstorm. (bare)

3. Bring your __________ over by the window. (chair)

4. This old book is very __________ and valuable. (rare)

5. The weather should be __________ after the storm. (fair)

6. Did you hear the __________ of the horns? (blare)

7. We need a __________ tire for the car. (spare)

8. How long did the cat __________ at the bug? (stare)

B. Use the following words in your own sentences.

air
scare
hair
care

1. ____

2. ____

3. ____

4. ____

✍ **Writing**: Proper Nouns

We already know that nouns are words that name a person or place or thing: *boy, girl, city, state, day, month*. These are general words; they do not name individual people or places.

When we want to name a specific person or place or thing, we use a **proper noun**. Proper nouns always begin with a capital letter. When there are two or more important words in a proper noun, each word begins with a capital letter.

Noun	**Proper Noun**
boy	Tom Wilson
girl	Ellen Jones
city	New Orleans
state	Louisiana
day	Monday
month	July

We also use proper nouns to name important holidays: Christmas, Easter, New Year's Day, Fourth of July, Halloween, and so on.

Write a paragraph with at least three sentences. You might tell about people you know or places you have been. You could also write about a holiday if you want to. Use the names of these people and places or holidays, and begin each proper noun with a capital letter.

✏ Content Words

These words are often used in Social Studies. Look up any words you don't know. Write the word that fits each sentence.

custom **ancient** **harbor** **kingdom**

1. Several ships sailed into the ________________. (harbor)

2. The Emperor ruled over a large ______________. (kingdom)

3. It is a ______________ to give gifts on birthdays. (custom)

4. The _______________ tomb was a thousand years old. (ancient)

Week 26

The Vowel + **r** Sound in **CURL** and **TWIRL**

In Level 2 we looked at the /er/ sound in words such as *her* and *bird*. This week we will look at two of the spelling patterns that can be used for this r-controlled vowel.

The **ir** spelling is used for the /er/ sound in many words. For example, in Level 2 we saw the words *sir* and *girl* and *dirt*. A number of other words use the **ur** spelling for the /er/ sound. This week's list shows both of these spelling patterns.

firm
fur
whirl
curb
third
turn
twirl
burn
shirt
curl
first
church

1. Which words have the **ir** spelling?
   (firm, whirl, third, twirl, shirt, first)

2. Which words have the **ur** spelling?
   (fur, curb, turn, burn, curl, church)

3. Which words begin with **ch**, **sh**, **th**, or **wh**?
   (whirl, third, shirt, church)

4. Which word begins like **twist**?
   (twirl)

Notice that most of these words end with a consonant. Only a few words such as *sir* and *stir* and *fur* end with the /er/ sound spelled **ir** or **ur**.

Practice

firm
third
shirt
fur
turn
curl
whirl
twirl
first
curb
burn
church

A. Write the word that fits in each sentence.

1. Bears have long _________ to keep them warm. (fur)

2. Can you ____________ a baton? (twirl)

3. The village ______________ is a hundred years old. (church)

4. The wet ground is not very _____________. (firm)

5. We need a _____________ person to help the first two. (third)

6. The horses made a _______________ of dust. (whirl)

7. I got there early to be the ______________ in line. (first)

8. The car is parked by the _________. (curb)

B. Use these words in your own sentences.

burn **curl** **turn** **shirt**

1. ____

2. ____

3. ____

4. ____

Writing: Compound Subjects

We know that the **subject** of a sentence tells who is doing something or tells what the sentence is about.

- **We** had a good time.
- **They** got caught in the rain.
- **My friends** came over to visit.

Sometimes we want to tell about two or more people who are doing something, or we want to write a sentence about two or more things. When this happens, we can use a **compound subject**. This means that two or more nouns or pronouns are used in the subject, and they are joined by the word **and**.

- **Bill and I** had a good time.
- **Mary and Ellen** got caught in the rain.
- **Tom and Susan and Maria** came over to visit.

Write three sentences telling about things you do with your friends. You can also tell about things that other people do. Use a **compound subject** in each sentence.

____

____

____

Content Words

Here are some words used in the study of geography. Look up any words you don't know. Write the word that fits each sentence.

iceberg **canyon** **monsoon** **nomad**

1. The river flowed through a deep ______________. (canyon)
2. A _______________ wanders from place to place. (nomad)
3. A large _______________ can float into the ocean. (iceberg)
4. A _______________ brings strong wind and heavy rain. (monsoon)

Week 27

The Vowel + **r** Sound in **JERK** and **WORM**

As we saw in Level 2, the **er** spelling is used for the /er/ sound in a number of words such as *her* and *germ*. Most words with this spelling end with a consonant sound after the letters **er**.

There is one other spelling that is used for the /er/ sound in a particular group of words. Usually the letters **or** have the sound we hear in *for* and *storm*. However, when we see the letters **wor** at the beginning of a word, they often have the /er/ sound (just like *were*).

jerk
word
clerk
work
perch
worm
nerve
world
term
worse
swerve
worry

1. Which words are spelled with **er**?
   (jerk, clerk, perch, nerve, term, swerve)
2. Which words are spelled with **or**?
   (word, work, worm, world, worse, worry)
3. Which words begin with blends?
   (clerk, swerve)
4. Which word ends like **church**?
   (perch)
5. Which two pairs of words rhyme?
   (jerk—work, worm—term)

Practice

jerk
perch
term
word
worm
worse
clerk
nerve
swerve
work
world
worry

A. Write the word that fits in each sentence.

1. Ask the ______________ how much this costs. (clerk)

2. Did you find a ____________ in your apple? (worm)

3. We had to ____________ to miss the hole in the road. (swerve)

4. This orange tastes even _____________ than that one. (worse)

5. It took a lot of ________________ to jump so far. (nerve)

6. She has traveled to many countries in the __________. (world)

7. Don't _____________ about the test tomorrow. (worry)

8. The new school ______________ begins next week. (term)

B. Use these words in your own sentences.

word **jerk** **work** **perch**

1. ____

2. ____

3. ____

4. ____

Writing: Compound Predicates

In Week 26 we saw that a sentence can have a compound subject which tells about two or more people doing something. It is also possible to have a **compound predicate** which tells that the subject is doing two or more different things. The verbs in the compound predicate are joined by the word **and**.

- I **swim** and **run** for exercise.
- We **go** to the zoo and **watch** the animals every Saturday.
- Bill and I **rake** the leaves and **cut** the grass.

The important thing to remember is that the subject is doing two or more different things. This makes the compound predicate.

Write two sentences containing **compound predicates**. Each subject should do at least two different things in each sentence. Remember that the verbs are joined by the word **and**. You can choose your own verbs or use some of these:

walk
work
see
run
jump
hear

Content Words

Here are some words that are used in the study of science. Look up any words you don't know. Then write the word that fits in each sentence.

lava **muscle** **gravity** **dinosaur**

1. The _______________ in my arm is tired after lifting all those boxes. (muscle)
2. The _________________ is an extinct reptile. (dinosaur)
3. The pull of ________________ causes everything to fall. (gravity)
4. Erupting volcanoes spew forth ______________ and steam. (lava)

Week 28

WRAP KNEE QUICK Words: Words Beginning with **wr**, **kn**, and **qu**

In the earliest form of English more than a thousand years ago, all consonants were pronounced in every word. This meant that you could hear both the /k/ and the /n/ sound in words that began with *kn*, and you could hear both /w/ and /r/ in words that began with *wr*. Pronunciation has been simplified over the centuries, and we now use the /n/ sound for words that begin with *kn* and the /r/ sound for words beginning with *wr*.

In the pattern *qu*, the two letters are always used together; the letter *q* is not used alone. The pattern *qu* has the /kw/ sound in *quick*.

knee
wrap
quit
know
write
quick
knife
wrong
quite
knock
wrote
quack

1. Which words begin with **kn**?
   (knee, know, knife, knock)
2. Which words begin with **wr**?
   (wrap, write, wrong, wrote)
3. Which words begin with **qu**?
   (quit, quick, quite, quack)
4. Which words have short vowels?
   (wrap, quit, quick, knock, quack)
5. Which words have long vowels?
   (knee, know, write, knife, quite, wrote)

Stress the difference between *quit*, which has the short **i** sound, and *quite*, which has the long **i** sound. The silent *e* at the end of *quite* makes the difference. Also point out the meaning of the word *write* in this list. Later we will compare it with the word *right*.

The word *wrong* has the sound we encountered earlier in *saw* and *all*. Here the same vowel sound is spelled with the letter *o*.

Practice

knee
write
quite
wrap
quick
knock
quit
knife
wrote
know
wrong
quack

A. Write the word that fits in each sentence.

1. It's time to ________ working and have lunch. (quit)

2. Will this ______________ cut that heavy rope? (knife)

3. We took a ___________ turn and got lost. (wrong)

4. Did you scrape your ___________ on the stone? (knee)

5. I want to ____________ this gift in colored paper. (wrap)

6. I'm not ___________ sure where we are. (quite)

7. I _____________ a thank-you note to Grandma. (wrote)

8. Listen to the ducks _____________ as they swim. (quack)

B. Use these words in sentences of your own.

know **quick** **write** **knock**

1. ____

2. ____

3. ____

4. ____

✍ **Writing:** A Friendly Letter

When you write a letter to a friend, you begin with the *heading* that shows your address and the date. Then comes the *greeting* followed by the *body* of the letter. This is where you tell your friend what you are writing about. Then there is the *closing*, usually "Sincerely" or "Yours truly." Finally, you write your *name*. Here is an example of a friendly letter.

27 Maple Street
Portland, Maine 12345
July 22, 1998

Dear Evan,

We went to the Grand Canyon last month. It's very wide and deep. There is a big river at the bottom. Some people even ride down into the canyon on mules. We didn't.

Sincerely,
Bill

Now write your own friendly letter. Tell about a trip you took or something else you did. Use your address in the heading and your friend's name in the greeting. Then put your own name at the end.

Content Words

Here are some words used in the study of math. Look up any words you don't know. Then write the word that fits in each sentence.

triangle **weight** **length** **graph**

1. This ______________ shows how much rainfall we had during the past year. (graph)

2. What is the _______________ of this board from one end to the other? (length)

3. A ___________________ has three sides and three angles. (triangle)

4. The _______________ of this box is measured in pounds and ounces. (weight)

RAILROAD HEADLIGHT

Words: Compounds

Many English words are made up of two short words that are joined together to form a **compound word**. The words in this list are *closed compounds* because they are joined with no space between them. On this page, have your child practice writing each compound word in the space provided in the Activity Book. On the next page we will relate each word to its meaning.

playground
airport
basketball
farmhouse
birthday
driveway
daydream
railroad
footstep
homework
headlight
paintbrush

Children can usually spell most of the individual words, but they aren't always sure how the words should be joined with no space between them. This should be stressed in all the exercises on closed compounds this week. Later we will see other types of compounds such as *baby-sitter* and *hot dog*.

Practice

playground
farmhouse
daydream
homework
airport
birthday
railroad
headlight
basketball
driveway
footstep
paintbrush

A. Write the word that fits in each sentence.

1. Can you throw the ____________________ through the hoop?
(basketball)

2. The old ____________________ is way out in the country.
(farmhouse)

3. I had a _____________________ about flying through the air.
(daydream)

4. The ____________________ tracks cross the road here.
(railroad)

5. We watched the planes land at the _______________________.
(airport)

6. The _________________________ leads up to the garage.
(driveway)

7. I thought I heard a ___________________ outside!
(footstep)

8. Use this _______________________ to paint the porch.
(paintbrush)

9. The ___________________ on the train is very bright.
(headlight)

B. Use these words in your own sentences.

birthday **homework** **playground**

1. ____

2. ____

3. ____

✍ **Writing:** A Thank-You Note

When you write a note to thank someone for a gift or for doing something nice, you begin with the *date* in the upper right corner. Then the *greeting* tells who will receive the note. The main *body* of the note thanks the person for what they did. Then the note ends with a *closing* and your *name*. Here is an example of a thank-you note.

June 14, 1998

Dear Aunt Bertha,

Thank you for the socks you sent me for my birthday. I like the purple ones best of all. I really need more socks. The washing machine eats them all the time.

Love,
Eloise

Now write your own note thanking someone for a gift or for doing something for you.

____

____

____

____

____

____

____

____

Content Words

These words are encountered in Social Studies. Look up any words you don't know. Write the word that fits in each sentence.

border **history** **frontier** **government**

1. In the last century, people moved west into the _______________ of America. (frontier)

2. The study of _________________ tells us what happened in the past. (history)

3. Canada and America share a long ____________________. (border)

4. The mayor is in charge of the _____________________ of a city. (government)

Week 30

Words Often Misspelled

The words on this week's list may not look very difficult, but they are often misspelled in student writing. Go over each word and help your child see if there are any unusual features that need to be remembered. Then write each word in the space provided in the Activity Book.

done
any
could
does
every
said
they
again
their
would
many
should

Analyze each word in order to locate the difficulty, if there is one. Does a single letter cause problems, or a combination of two letters? Sometimes children leave out a letter or get two letters reversed. In other cases, the sound of a word may not seem to match the spelling patterns already discussed. For example, *does* has a short **u** sound, *they* has a long **a** sound, and so on. By pinpointing the "hard spot" in each word, you can help your child remember how to spell it.

Practice

done
every
their
any
said
would
could
they
many
does
again
should

A. Write the word that fits in each sentence.

1. You ________________ study hard for the test. (should)

2. This glove ______________ not match the other one. (does)

3. He __________ that the bus would be late. (said)

4. Pick up ____________ bit of paper on the floor. (every)

5. How ____________ more questions are there? (many)

6. My friends lost _______________ books on the bus. (their)

7. I _____________________ not find my jacket. (could)

8. Let's go down the slide ____________. (again)

B. Use the following words in your own sentences.

they **would** **any** **done**

1. ____

2. ____

3. ____

4. ____

Writing: Giving Instructions

When you tell someone how to do something, it is important to explain things in the right order. For example, here are instructions explaining how to make a cake. What's wrong with them?

Eat the cake.
Mix everything in a bowl
Get the flour and everything else you will need.
Bake the cake.

You can see that everything is mixed up. Obviously you can't eat the cake before you even make it. In the space below, write the instructions in the proper order.

Now write some instructions of your own. You can tell how to make something or how to do something or how to get to your house. Use as many spelling words as you can.

Content Words

Here are some words used in science. Look up any words you don't know. Then write the word that fits each definition.

fertile **geyser** **planet** **carbon**

1. An element found in coal and oil: __________________ (carbon)
2. A spout of hot water and steam: __________________ (geyser)
3. An object that travels in an orbit around the sun: ___________ (planet)
4. Able to produce plentiful crops: _________________ (fertile)

Personal Words

Continue to encourage your child to keep a log of words about subjects of particular interest. Even if these words are difficult now, they should become clearer as we introduce new spelling patterns and principles in the future.

Student Activity Book
Spelling for Writing

Each **Spelling for Writing** *Guidebook has a corresponding Student Activity Book to make it easy to practice the spelling and writing exercises in the Guidebook.*

The print size in the Student Activity Book enables a primary grade child to trace letters as a kinesthetic reinforcement in learning to spell and to write. Writing space and handwriting guidelines give the child adequate room to print, as appropriate for grades 1-3.

A Student Activity Book will give your children a record of their progress in learning to spell. There are 3 practice pages for each lesson in the Guidebook.

QTY	ORDER NO.	TITLE	PRICE	SUBTOTAL
	BB-128-1769	Spelling for Writing Level 1	$ 9.95	
	BB-128-1770	Spelling for Writing Level 2	9.95	
	BB-128-1771	Spelling for Writing Level 3	9.95	
	BB-128-1769A	Student Activity Book Level 1	7.50	
	BB-128-1770A	Student Activity Book Level 2	7.50	
	BB-128-1771A	Student Activity Book Level 3	7.50	
			Subtotal	
			Shipping	$5.00
			TOTAL	

3 EASY WAYS TO ORDER!

PHONE your order: **1-800-759-4723**

FAX your order: **1-812-331-2776**

MAIL your order:
Family Learning Association
3901 Hagan Street, Suite H
Bloomington, IN 47401

Method of Payment

☐ Check enclosed

☐ P.O. #__________

☐ ☐

☐ ☐

Ship to

NAME

ORGANIZATION

ADDRESS

CITY/STATE/ZIP

PHONE

CARDHOLDER'S NAME

CARD NUMBER

EXP. DATE

CARDHOLDER'S SIGNATURE

Spelling for Writing

In just a few minutes a week, your child will:

- Learn to identify common, logical spelling patterns,
- Graduate quickly to more complex words,
- Become a confident, independent speller and writer!

Why Pay Attention to Spelling?

Spelling for Writing shows you how to help children discover the most important patterns and principles that govern English spelling.

- Accurate spelling contributes to the clarity of written messages.
- Spelling accuracy shows attention to detail, sending a positive message to teachers and employers.
- Spelling becomes one part of learning to write real-life messages—directions, letters, invitations, and reports.

In this program, children learn that writing messages and stories helps them see the value of learning to spell!

Carl B. Smith, one of America's leading curriculum developers in reading, writing, grammar and spelling, has written over thirty books for parents and teachers. In *Spelling for Writing*, he uses his clear, direct style to give a logical plan and easy-to-follow directions for weekly lessons. Dr. Smith directs the Family Learning Association and the ERIC Clearinghouse for Reading, English and Communication.

FAMILY
LEARNING
ASSOCIATION
3901 Hagan St.
Suite F
Bloomington, IN 47401

ERIC
Clearinghouse on Reading,
English, and Communication

ISBN # 1-883790-32-8